DOCUMENT RESUME

ED 283 582 JC 870 324

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TITLE A Corporate Human Resources Approach to Faculty Development in the Community College.
PUB DATE 6 May 87
NOTE 72p.
PUB TYPE Viewpoints (120) -- Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business; *College Faculty; Community Colleges; Comparative Analysis; *Corporate Education; Faculty College Relationship; *Faculty Development; *Professional Continuing Education; Two Year Colleges

ABSTRACT

A comparison is presented of the faculty development activities currently being conducted in colleges with staff development activities in business. Following introductory information, section I reviews the similarities and differences between the organizational characteristics of community colleges and of corporations, and their similar needs for staff development. Section II assesses the current status of faculty development, underscoring the need for faculty development brought about by faculty, student, and environmental changes and highlighting development activities at various colleges. Section III provides an outline of business training practices which may be adapted for use by community colleges, focusing on: (1) the state of the art in corporate human resources development; (2) planning development activities through participation; (3) the role of the training director in putting the goals into action; (4) specific goals for human resources development; (5) the importance of chief executive officer support; and (6) budgeting for human resources development. The concluding section offers a practical action plan for faculty development in community colleges, including research, assessment of needs, planning of initial faculty development activities, follow up, and evaluation. A 10-page reference list concludes the document. (EJV)

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A CORPORATE HUMAN RESOURCES APPROACH TO FACULTY DEVELOPMENT IN THE COMMUNITY COLLEGE

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May 6, 1987

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TABLE OF CONTENTS

Section	Page
Introduction	1
I. Organizational Characteristics of Community Colleges and Corporations	2
A. Similarities Between Community Colleges and Corporations	2
B. Dissimilarities of Community Colleges and Corporations	5
C. Change as a Reason for Development in Community Colleges and Business	6
II. The Current Status of Faculty Development	8
A. Change in Faculty	9
B. Change in Students	24
C. Environmental Changes	29
D. Planning for Faculty Development	32
III. The Methods Currently Utilized in Business	35
A. State of the Art in Corporate Human Resources Development	35
B. Planning Development Activities through Participation	38
C. Putting the Plan into Action: The Role of the Training Director	40
D. Specific Goals of Human Resources Development	44
E. CEO Support for Human Resources Development	52
F. Budgeting for Human Resources Development	53
Conclusion: A Plan for Action	57
References	60

Introduction

Observations as a faculty member of a community college and an extensive review of the literature have resulted in the following conclusion: there is a tremendous need for faculty development activities in community colleges. Through previous involvement in business, and through a review of the literature of training and development, it is fairly obvious that business is providing considerably more development activities for their employees. As a result of this research, the thesis of this research report is the following:

> **Community colleges can learn from corporate Human Resources development activities in designing a strong program of faculty development activities which will result in a more vital faculty and a stronger community college organization.**

This report will compare the faculty development activities currently being conducted in colleges with staff development activities currently being conducted in business. The thesis of this report is not that business is doing <u>better</u> staff development activities, but rather that business is doing <u>more</u> than colleges to develop their employees. I believe that the literature will show that community colleges may utilize some of the training practices of business for a stronger faculty development program.

The research paper is divided into three major sections. The first section reviews the similarities and differences of the <u>Organizational Characteristics of Community Colleges and Corporations</u>, and the similar needs for staff development. The second section is <u>The Current Status of Faculty Development</u>, which details the needs for faculty development and what is currently being done in various colleges. The third section, <u>The Methods Currently Utilized in Business</u>, provides an outline of business training practices which may be adapted for use by community colleges. The conclusion is a practical <u>Plan for Action</u> for faculty development in community colleges.

I. Organizational Characteristics of Community Colleges and Corporations

Overview

In all of the literature concerning higher education, it is nearly impossible to find a source which advocates the position that faculty development is a bad idea. The overwhelming majority of those involved in higher education believe that faculty development is beneficial for both the faculty members and the institutions. The literature of higher education provides a wealth of information on the subject of faculty development. Many researchers have hypothesized, theorized and written about the importance of faculty development in higher education. Yet several studies note the difficulty in finding many institutions of higher education which are putting the theory into action through an on-going program of faculty development activities (Shawl, 1983; Bender & Lukenbill, 1984; Sullivan, 1983). Despite the positive feelings about faculty development, colleges have been reluctant to commit time and funds toward a full program of development. Because colleges are advocates of the development of the human potential of students, it is ironic that developing the human potential of the faculty is virtually ignored on most campuses.

The contrary is true in the corporate world. Although large corporations are officially in the business of making money rather than developing human potential, they are more active than colleges and universities in developing their employees. The most successful, highly respected corporations in this country spend a great deal of time and money in systematic human resources development activities. The annual budget for formal training by U.S. organizations with fifty or more employees is nearly $30 billion (Feuer, Oct.1986). According to a series of profiles of various businesses researched by Training magazine, the average training budget is 1 percent of the total budget, and each employee receives an average of 25 hours of training annually (Lee, C., 1986). Staff development never stops: it is a 365-day job every year. The motivation for higher profits through quality products and services has resulted in a strong human resources program in the most successful corporations.

A. Similarities Between Community Colleges and Corporations

Although the motivation may be somewhat different, there are many similarities between community colleges and corporations which are worth noting. The similarities are vast generalizations which may not apply to every business or every college. However, the thesis that

community colleges might benefit from some of the staff development methods used by business may not be explored unless these similarities are considered before reviewing the staff development methods.

1. **Product** : The product must be attractive and of high quality to attract customers. In community colleges the products are the academic programs and the individual classes. The products are also the graduates of the institution who are representative of the quality of the institution.

2. **Human Resources** : People are critically important in producing the product and in delivering the product to the customer or client. In comunity colleges the faculty are important in developing the curricula and in delivering the course material to the students, and ultimately in delivering high quality graduates to the business world and to society.

3. **Customer Service** : Customers are treated with respect and courtesy in order to reinforce a positive feeling about the company. Community colleges reinforce a positive learning environment by treating students with respect. Faculty members reinforce a positive learning environment through a supportive attitude in class, and through accessibility outside of class.

4. **Convenience** : Many businesses attract more costumers through convenience -- the product is available closer to home, at convenient hours, or faster than other similar products. Customers are even willing to pay more for a product which is more convenient. Colleges may gain more students through convenient scheduling of classes, through offering classes at more convenient locations, and through offering classes in smaller modules. Faculty members involved in the curricula planning and scheduling can be a force which influences the convenience factor.

5. **Competition** : Businesses feel the need for a high quality product, a high caliber employee, and excellent customer service because customers could easily go to another similar business for the same product or service. Community colleges are also in competition with other similar "businesses": other local community colleges, local University Extention classes, commercial trade schools, adult education classes, mail-order colleges, and the private colleges of convenience, such as National University. Therefore, community colleges need high quality programs and classes, excellent faculty and staff, convenience, and an attitude of respect toward students to effectively compete in the educational marketplace.

6. **Efficiency and Productivity** : Businesses are concerned with making a profit; therefore, employees must work efficiently in order to be as productive as possible while using the fewest possible physical resources and time. More efficiency and productivity equals a higher

profit. In public community colleges the funding from the state government will probably continue to be marginal. Therefore, efficiency in the use of human resources, and high productivity of those human resources are essential to maintain a high quality of service to the student in a time of limited resources.

7. Intrapreneurship : Businesses have recently discovered the benefits of encouraging employees to be creative and to be responsible for their own part of the company. Community college faculty continue to be "intrapreneurs" within their own classes, in the development of new programs and classes, and in personal research activities which relate to the discipline.

8. Adjustment to Change: Corporations constantly adjust to the changes in the marketplace by adjusting products to better meet new needs of the customers, or by adjusting to new competition from similar businesses. Community colleges adjust curricula and scheduling to the changing needs of student clientele and to the changing competition of other similar local institutions of higher education. Market forces have an impact on the courses of study which will be in greater demand by students. Careers and skills which are in demand in the business world are a factor in changing community college curricula, particularly in the vocational programs. The goal of both businesses and community colleges is to adjust to change while keeping a high quality product.

9. Concern for Well-Being of Employees : Factors of personal well-being include general physical and psychological well-being. Personal crises such as family problems, substance abuse, mid-career burn-out, stress, and poor physical health are of concern to corporations and community colleges. Low employee/faculty motivation due to burn-out, low morale due to personal problems or stress, and poor health due to poor fitness or poor diet or substance abuse, result in a poorer product, reduced productivity, and a negative environment.

10. A Strong Organization : The ultimate goal for business is a strong organization in every respect: high quality product, high caliber employees, excellent customer service, high efficiency and productivity, creative employees, high morale and a strong competitive stance in the market place. The ultimate goal for a community college is to be held in high regard by others in academe and by potential students. Strong academic programs, high caliber faculty and staff, successful graduates, a positive learning enviornment with excellent service to students, strong academic and vocational departments, and motivated faculty result in a strong institution of higher education.

Patricia Brams (1985), in her review of many of the same characteristics of corporations and community colleges developed a rating scale of 5 (excellent) to 1 (poor). She found that community colleges are generally sensitive to the changing needs of the student population; community colleges encourage intrapreneurship, although they may also demand some conformity; community colleges have a strong barrier between the administration and the faculty which may not always encourage cooperation; community colleges are not run as efficiently as they could be if there were fewer administrators; and many community college faculty may not have a clear idea of the core values and purpose of the college. In the conclusion of her study, Brams states that overall community colleges generally average somewhat lower rating than excellent corporations (p. 55, 1985). There is room for improvement in community colleges: improvement which may be facilitated through a greater emphasis on faculty and staff development.

B. Dissimilarities of Community Colleges and Corporations

Although there are many similarities between the goals and attributes of colleges and businesses, there are a few areas of organizational dissimilarity which should be taken into consideration before considering the staff development methods used in business for use by community colleges.

1. Structure: Business still exists primarily on a hierarchical structure, whereas colleges operate on a more participatory basis. College faculty members generally have some degree of input into the governance of the organization (Astin, 1985), although some community colleges may be somewhat hierarchical in structure (Brams, 1985). It is difficult to compare the exact degree to which the typical employee or middle manager in business must answer to the next layer of management. A number of highly regarded corporations have been utilizing more participatory methods of management in recent years such as team goal-setting (Coblentz, Geber, & Pribble, March 1987), entrepreneurism (Farrell, July 1986; Peters & Waterman, 1982), and the use of quality circles (Geber, 1986). But generally the structure of many businesses is more hierarchical than that of community colleges.

2. Academic Freedom: Public community colleges may not dictate to a faculty member the content of a course, or the method by which the course is to be taught. Businesses may dictate exact procedures to be followed by any employee, from line workers to top level management. This can be a positive factor for college faculty, who may choose to participate in the planning and implementation of faculty development activities. Although administration may not force faculty

members to adopt new methods of teaching, faculty members may choose to agree upon the utilization of certain new teaching methods and procedures (Eble & McKeachie, 1985).

3. Faculty as "Management:" Faculty members are responsible for "managing" several different groups of people each day: the students in the faculty members' classes. In this respect faculty members have more in common with managers of a corporation than with regular employees. Not only are faculty members expected to be able to deliver the course material, but they are also expected to motivate, provide leadership, have good interpersonal communication skills, and generally be good supervisors of people (Elsner, 1984; LeCroy, 1984).

4. Staff Development Decisions : Generally in business the management sees the need for training a certain population within the company, and the training program is planned by the Human Resources Specialist and management (Bowman, 1987). Because faculty members generally have a greater role in the governance of the college, faculty development activities are generally planned with considerable input by faculty members (Eble & McKeachie, 1985).

C. Change as a Reason for Development in Community Colleges and in Business

The reasons for staff development activities are similar in business and in colleges. Generally, change is a major reason for development activities in business: change in personnel, change in market conditions, and change in technology. Changes in the community college may also provide motivation for staff development activities: changes in personnel include new and part-time faculty members, newly-appointed managers of faculty, and the increasing number of older faculty members (Watkins, April 23, 1986); changes in market conditions include the increased competition for students, and the changing student population which includes more adult students (Magarrell, 1981), more part-time students (Cohen & Brawer, 1982), and more underprepared students (Astin, 1985; Noe, 1986); and the implications of changing technology for college faculty include the need for computer literacy and the need for currency in the discipline. It is essential that community colleges become more quickly responsive to change rather than attempting to inhibit change (Elsner, 1984). Corporations and community colleges may have staff development activities in response to the following changes:

1. Acquiring New Skills: In business new skills are acquired by new employees or new managers. Employees may also be required to learn new skills as the technology for doing the job changes. New college faculty members and part-time faculty members may require training in the policies and procedures of the college. Development of teaching skills may be necessary for

new and part-time faculty members who are content experts but lack teaching experience. Experienced faculty members may also gain new teaching skills: new methods for teaching the discipline. College faculty members may acquire new skills in computer literacy and other information technology which may affect the teaching function (Fisher, F. D., 1987).

2. **Gaining Currency**: The "Third Wave" predicted by Alvin Toffler in 1981 is happening today: changes occur so rapidly that it is almost a full-time job just to keep up with the present! Those involved in any business, and those involved in teaching nearly any discipline must determine ways in which to keep abreast of the changes and new developments in their discipline.

3. **Retraining**: In business, as old jobs become obsolete, workers are retrained for new jobs within the company for which there is a demand (Feuer, April 1986; Useem, 1986). In colleges, as the demand for classes in one discipline diminishes, faculty may be retrained to teach in a related discipline for which there is a demand (Blackburn & Baldwin, 1983). Changing technology has also created the need for retraining for currency within the discipline (Alfred & Nash, 1983). Community colleges which have been experiencing a changing student population to include more adults, more part-time students, and more underprepared students may feel the need for retraining the faculty to cope with the changing needs of the new student population.

4. **Management Skills**: In business the majority of training is an on-going process for middle managers (Gordon, Oct. 1986). The emphasis of management training in business is on performance appraisals, leadership, goal-setting, interpersonal skills, team building, and motivation (Gordon, Oct. 1986, p.63). Colleges may also train administrators and division deans in management skills. But faculty members may also gain benefits from management training for team-building, motivation, and interpersonal skills. Faculty members use motivational and interpersonal skills daily in every class and during student office appointments.

Summary

There are many organizational similarities between corporations and community colleges and a few dissimilarities between the role of faculty in a community college and the role of the average employee within a corporation. However, the training needs are similar for corporations and community colleges. Generalizations are difficult to justify in designing a plan for action for a program of faculty development in the community college. However, a closer review of current practices in colleges and in corporations will provide the necessary specific information to determine the validity of the thesis.

II. The Current Status of Faculty Development

Overview

Most agree that faculty development activities are beneficial. Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching strongly recommends that colleges make a commitment to the professional growth of all faculty (1987, p.134). However, many community colleges have not pursued an active, ongoing program of faculty development. Faculty development is not a priority for many community colleges: there are other more pressing matters. A 1981 study conducted in California, which included all public community colleges and four-year institutions, indicated that 69 percent of the individual colleges and 56 percent of the community college districts have faculty development programs (Belker, 1983, p.76). The four-year colleges generally felt that faculty development was an individual matter, usually involving research and scholarly activities. The two-year colleges felt that teaching skills were an important aspect of faculty development. The study concluded that there was no formal evaluation of the faculty development programs, and that faculty development programs were not related directly to institutional goals and objectives (Belker, 1983).

A meeting of the Kansas State University's Center for Faculty Evaluation and Development in April, 1987, produced the following observation: "traditional faculty-development programs -- geared to improve teaching or help faculty members personally -- are becoming marginal to what's really important on many college campuses today" (McMillen, April 15, 1987). Instead, the faculty development activities which support the changing needs of the institution were deemed to be the most effective for both the faculty and for the institution. It is necessary to have a pressing <u>reason</u> for faculty development activities, otherwise a faculty development program will never be a high priority. Coping effectively with change must be perceived by community college leaders as a pressing reason for faculty development activities. Derek Bok, in his book <u>Higher Learning</u>, says, "The most numerous and successful changes are those that further the professional interests and values of the faculty and do not cost exorbitant amounts of money" (1986, p.186).

A review of effective methods for planning faculty development will follow a discussion of the three basic changes which affect faculty development needs: <u>change in faculty</u>, <u>change in students</u>, and <u>change in environment</u>.

A. Change in Faculty

Over the years the faculty has been evolving to include more part-time faculty members, and many older faculty members. Faculty development activities address these changes as well as the needs of new faculty and the needs of new and experienced managers of faculty.

1. New Faculty and Part-Time Faculty

Colleges have been hiring fewer full-time and more part-time faculty members in recent years. Part-time faculty now represent 32 percent of the total faculty in four-year institutions, and 51 percent of the faculty in two-year colleges (Hertleb & Vilter, 1986, p.16). Currently 56 percent of the Fullerton College faculty is part-time (Affirmative Action, 1986). There are mixed feelings about the increasing use of part-time faculty: some believe that they weaken the institution because of a lack of full committment to teaching (Hairston, 1985); others believe in the importance of hiring content experts for specialized classes (Boyer, 1987, p.137; Quigley, 1986). The needs of new part-time faculty are very similar to the needs of new full-time faculty: both require a full orientation to the college and good training in college teaching skills. Unlike new full-time faculty who quickly assimilate into the mainstream of the campus, the part-time faculty require ongoing support programs for better integration.

a. Orientation

New and part-time faculty members require some basic information about the college to feel comfortable at the beginning of the semester. "Better information at the start of the year" was the need expressed by the largest number of participants after a year-long study of new college teachers (Fink, 1984, p.107). The new faculty members wanted more information about the availability of local resources for the support of teaching (for example, the audio-visual center), and information about the problems involved in teaching particular courses, or the problems involved in teaching at the institution (Fink, 1984, p.107). James M. Williams, director of the communications division at Johnson County Community College in Missouri, conducted a survey of part-time faculty members teaching at the 53 colleges which belong to the consortium of the League for Innovation in Community Colleges. Survey results showed that part-time faculty are interested in receiving more information about the "nitty gritty" college procedures, faculty evaluation standards, adult students, and the possibility of obtaining a full-time faculty position (McMillen, May 14, 1986).

The University of Maryland's University College conducts an orientation program one week before the start of the new semester. Each new faculty member is given a survival kit which includes a map of the campus, a syllabus instruction book, an article on lecturing techniques, and the evaluation form which will be used by students at the end of the semester (Mangan, 1987). According to Michael E. Siegel, coordinator of faculty development at University College, about 65 percent of all new and part-time faculty choose to attend the voluntary orientation program (Mangan).

Part-time instructors require a thorough orientation to the philosophies, policies, practices, and procedures of the institution (Biles & Tuckman, 1986, p.129). Biles and Tuckman provide a lengthy list of topics to be included in a part-time faculty orientation, including basic procedures such as roll-keeping and drops and adds; administrative contacts at the college; and teaching tips (1986, pp.130-132). This list provides an excellent starting point; however, each college may want to supplement the list by including specific current issues or problems which are local in nature.

Judith McGaughey, dean of adult and continuing education at LaGuardia Community College in New York, suggests making an orientation videotape available to new and part-time faculty members before the start of the new semester. Faculty members may check out the videotape and view it at home prior to the start of the new semester. Such a videotape would supplement other printed materials (McGaughey, 1985).

Santa Monica College converted part-time faculty positions into fifty new faculty positions in the fall of 1984. The new faculty members represented more than one fifth of the entire teaching staff. A variety of orientation methods were used to assist this large group of new faculty members: a two-day orientation session before the beginning of the semester, a faculty orientation handbook, and a mentor teacher to help the new faculty member through the first year (Silverman, 1985).

All of the methods used in orienting part-time instructors may also be used in orienting new faculty members. The difference between the part-time instructors and the new full-time instructors comes after the orientation: the new full-time instructors are assimilated much more quickly into campus life.

b. Continuing Needs of Part-Time Faculty

Part-time faculty may be initially excited about teaching a college class. However,

many part-timers quickly become disillusioned. They are not a part of the mainstream of the college, they are paid less than full-time faculty, and they may even be perceived by some full-time faculty as inferior faculty members (Biles & Tuckman, 1986; Hairston, 1985; Quigley, 1986; Townsend, 1986; Flynn, et al., 1986; Maguire, 1983-84). Research shows that part-time faculty without an adequate on-going support system may damage the reputation of the college (Bramlett & Rodriguez, 1982-83).

George B. Vaughan, president of Piedmont Virginia Community College in Charlottesville, believes that part-time faculty members fall into roughly two categories: those who have another full-time job and are not striving for a full-time teaching position (the "independents"), and those who are committed to teaching and are hoping for a full-time position (the "dependents") (Vaughan, 1986, pp.24-25). Vaughan recommends that colleges encourage the "dependents" to become more involved in the department curricula meetings and in campus committees. This form of involvement integrates the part-time faculty member, and may provide fresh input for the department. The only danger is that an increased level of involvement may result in unrealistic expectations for a full-time position, and a higher level of frustration for the part-time faculty member (Vaughan, 1986).

Involvement of part-time faculty members may also be accomplished through increased communication. In its part-time faculty development program, Hagerstown Junior College in Maryland includes workshops, campus tours, and interview sessions which are intended to open the lines of communication between part-time faculty members, the full-time faculty, and administrators. The part-time faculty of Hagerstown are provided with a weekly information bulletin which includes the names of administrators and counselors who are on duty in the evening that particular week (Palmer, August, 1986). Opportunities for increased communication give part-time faculty the opportunity to conveniently ask questions or solve problems.

One of the common complaints about part-time faculty members is that they are rarely on campus: they come only to teach their classes. Part of the problem is that most part-time faculty members are not required to hold office hours, and many have no offices. The other problem is a lack of time due to other committments. The Houston Community College System (HCCS) was concerned about the lack of involvement of its part-time faculty: 75 percent of the total faculty. A survey of the part-time faculty members revealed that they were interested in further contact and development, and would be willing to devote some additional time to faculty development activities (Brams, 1983, p.39). The district staff and instructional specialist was assigned the

task of planning a faculty development program specifically for the 1,000 part-time faculty members at the twenty-eight HCCS sites. The individual campuses supported the idea of providing development activities for part-time faculty, but required that campuses retain autonomy in enforcing procedures which may vary from campus to campus. After setting up a model for faculty development, the part-time faculty members were surveyed to assess the needs for development. Seventy percent of the part-time faculty members returned the survey. Based on the results of the needs assessment, the first projects were the production of an orientation videotape, and a series of travelling workshops on instruction. In addition, an "HCCS Survival Six-Pack" was developed for the part-time faculty. The "Six Pack" included printed materials on the following topics: General Orientation; Essential Policies and Procedures; Teaching Adult Learners; College Communication; Student Services; and Professional Responsibilities, Evaluation, and Growth (Brams, 1983, p.42). Brams suggests that, based on the HCCS study, part-timers are eager to learn, but have limited time. Therefore, faculty development activities for part-time faculty must be short, convenient, and relevent.

c. Teaching Skills for New and Part-Time Faculty

Frequently colleges assume that anyone with an M.A. or a Ph.D. can teach (Boyer, 1987). The Study Group on the Conditions of Excellence in Higher Education (1984) recommended a full training program for new and part-time college instructors which includes the basics of teaching: syllabus writing, lecturing, leading discussions, designing individualized learning experiences, and designing and evaluating tests of various types. The University of Maryland's University College helps part-time faculty members through such a program. Maryland's program emphesizes the development of a sensitivity for the special needs of adult learners (Mangan, 1987). Hinds Junior College in Mississippi has addressed the special needs and limited time of part-time faculty members by developing four one-day modules which focus on teaching techniques and curriculum development (Palmer, August 1986; Rabelais & Perritt, 1983). Part-time faculty members participate one day each semester for four semesters. Spreading the workshops over a longer period of time gives faculty members a better opportunity to absorb the material and a chance to use what they've learned before the next workshop the following semester.

One method for ensuring good teaching skills in new faculty members is the mentor program used by the University of Georgia. Each junior professor is assigned a mentor for the first year.

This brings new faculty members together with senior colleagues known for good teaching, and continues the institution's commitment to teaching (Boyer, 1987, p.156) U.C.L.A. has a similar program for new instructors: new instructors are teamed with more experienced faculty members to whom they can turn if they have questions. New faculty may also videotape their classes and critique their performance (Mangan, 1987). Vista College, a noncampus community college in California, also uses a form of staff development through peers. The teaching staff of Vista consists primarily of part-time faculty. The most experienced faculty members assist new faculty members by conducting workshops on all aspects of teaching and learning. Experienced part-time faculty members are also available to provide individualized assistance to new part-time faculty (Palmer, August, 1986).

In-service faculty development activities for new and part-time instructors should be planned at intervals throughout the semester. Instructors would benefit by gaining positive reinforcement of good teaching methods, and part-time instructors would gain a stronger sense of involvement with the college.

2. Older Faculty and Experienced Faculty

The faculty is getting older. Since the 1970's the percentage of faculty members in their fifties and sixties has increased dramatically, and by 1990 the average faculty member will be 49 (McMillen, April 15, 1987). The risk for faculty burnout is increasing among experienced faculty members. Stagnation and boredom may also be a problem among older faculty members. Harnish and Creamer (1985-86) use the term "routinization" to describe the aspects of the college teaching job which may lead to stagnation: same schedule, same text, same classes, same problems with students, etc. Renewal is the logical solution, but it may be difficult to convince some faculty members that they need renewal. Howard B. Altman of the University of Louisville says, "The first step in renewing anyone is that that person wants to be renewed" (Watkins, 1986, p.21). It is possible that the faculty development activities may not reach all of the faculty members, but if some are reached the enthusiasm may spread to the hard-to-reach. Colleges are utilizing various types of renewal activities to meet the many varying needs of the faculty members: activities which emphasize revitalization, activities which emphasize new teaching methods, activities which give faculty members the opportunity to gain currency in the discipline, and retraining activities which prepare faculty members to teach in areas of high demand.

a. Renewal and Revitalization

Sabbaticals: The original form of faculty renewal was the sabbatical for the pursuit of advanced degrees and scholarly work, and today it is still the most common form of faculty development (Boyer, 1987, p.134). One of the excellent programs of faculty renewal which effectively utilizes faculty sabbaticals is the Bush Foundation program for faculty development in Minnesota and the Dakotas (Eble & McKeachie, 1985). Faculty are encouraged to propose projects for released time, including reading and studying, pursuit of advanced degrees, consultation with colleagues, travel grants to attend seminars, meetings with outstanding faculty at other colleges, and funds for visiting professorships (Boyer, 1987, p.135).

Scholarly Work. Community colleges are known as teaching institutions. There is very little encouragement in most two-year colleges for research, and the heavy teaching loads leave little time for research. Robert E. Parilla, president of Montgomery College in Maryland, says, "Community college faculty are losing their enthusiasm for their subject matter because they are not involved in scholarship -- they are getting stale" (Heller, April 23, 1986, p.21). Participants in the 1986 American Association of Community and Junior Colleges Meeting recommended that administrators encourage research among community college faculty members by offering moral support and released time. A recent meeting of the Association of American Colleges, entitled "New Knowledge, New Teaching," emphasized the positive results of combining current research in the discipline with good teaching (Heller & Mangan, 1987). Montgomery College, a two-year college in Maryland, provides encouragement for scholarship with released time. Scholarly activities suggested in the college policies manual include the following: writing a paper for publication; participation in a performing arts activity, such as directing a play or conducting an orchestra; creating an artistic work such as a painting or a musical composition; holding a major office in a discipline-related professional organization; developing knowledge in the state of the art technologies area; and up-dating teaching competencies through the reading of an extensive bibliography of works as a part of a program (Parilla, 1986).

A Change of Pace: Colleges which are dependent upon vital faculty members in the classroom must ensure vitality through faculty renewal (Boyer, 1987). The Dallas County Community College District has recognized this need for many years: their Career Development and Renewal Program (CDRP) started in 1974 (O'Banion, 1986, p.27). CDRP offers three types of learning experiences: special projects, understudies, and internships. A special project is

designed by the faculty member working with a mentor to explore a topic or issue. The understudies program gives a faculty member the opportunity for job shadowing to better understand another work area, to learn job skills for the current job, or to explore a new career opportunity. The internship program is a short-term job change in which the faculty member serves as a temporary substitute for an administrator or division chair who is on leave for one semester. All of these activities take place within the Dallas County Community College District (Caswell, 1983).

In addition, faculty members have an opportunity for a temporary faculty exchange. The Professional Renewal and Exchange Program gives faculty members an opportunity for a staff exchange with one of six other institutions of higher education in the Dallas area. Faculty members benefit from the enhanced understanding of another institution's philosophies and goals, and both institutions benefit from greater interinstitutional cooperation and communication (O'Banion, 1986). A variation on this theme is proposed by David Saffell of Ohio Northern University: encourage faculty to "drop out" for a year to pursue other interests in the business world. For instance, English professors could work with a publishing firm, a newspaper, or a magazine; an economist could work for any financial institution; a political scientist could work with any government office. Such a position may need to be partially supported by the college, as a sabbatical would be funded (Saffell, 1986). The benefits are faculty renewal, and a new outlook on the practical application of the subject matter.

Faculty Retreats: Another of the faculty development opportunities offered by DCCCD is Renewal Week:a one-week summer conference of 150 District faculty, staff and administrators at a mountain retreat near Santa Fe, New Mexico. This conference is "a high quality, low cost community-building experience designed and presented by peers" (O'Banion, 1986, p.29). The expertise of participants is utilized in the short courses, workshops, seminars, discussions, and recreational activities. District funds are not used to cover the cost of participating in this activity. Costs for room, board, and transportation are the responsibility of each participant, however participants may apply for employee development funds or mini-grants to pay for participation in Renewal Week. Presenters are provided a stipend through a District Foundation Grant.

COPROF, the Cooperative Program for the Professional Renewal of Faculty, (University of Nebraska), enables professors of agriculture to develop career growth plans in the tranquil

environment of Okoboji, Iowa. The retreat is aimed at renewing professors of agriculture by assisting them to make new career commitments in the field of agriculture. One instructor chose to learn about the role of computers in agriculture; another developed a new career path in the field of third world agriculture (McMillen, June 18, 1986).

The new college president of Wilkes College, in Wilkes-Barre Pennsylvania, felt that the faculty didn't know each other. President Christopher N. Breiseth had tried faculty meetings during his first year, but they were sparsely attended. So he planned the college's first college-wide overnight retreat for Labor Day weekend. Nearly all of the faculty travelled to the retreat location, 40 miles away, and had a chance to get to know faculty members in other departments. A grant for $300,000 from the J.N. Pew Trust provided funding for faculty development activities to prepare for the 1990's. Grant money was used to cover the costs of the retreat and the follow-up activities, including peer-evaluation, development of interdisciplinary classes, and faculty revitalization and retraining activities. The retreat, however, is an opportunity to assess the work which has been accomplished by the faculty in the past, and to plan for the future year. William H. Berquist, president of the Academy for Professional Development, says "Retreats break down linear lines of authority and allow for creative planning, which a day-to-day set-up does not" (Heller, September 18, 1985, p.31). Berquist also states the need for follow-up after the retreat. Retreats can be useful in promoting creative thinking, team-building, and increased collegiality among faculty and administrators.

Increasing Wellness. The Dallas County Community College District also supports an active Employee Wellness Program. Each of the seven campuses has a wellness coordinator who is also a member of the District Wellness Committee. To support wellness activity participation, employees may take up to one and a half hours of work time each week, matched by one and a half hours of personal time, for a total of three hours of activities. Activities are planned and coordinated each month by the campus coordinators (O'Banion, 1986, p.30). These four development programs of the Dallas County Community College District demonstrate a clear committment to faculty renewal and wellness.

The University of Georgia held their first two-day faculty renewal conference just before school started in September,1983. The conference program was designed after faculty members had been surveyed to determine areas of interest for personal and professional growth. Aproximately 250 faculty, staff, and spouses attended first conference. Because the conference evaluations were very favorable, a second conference was held in September 1984. Both renewal

conferences were held on Thursday from 1:00 p.m. to 9:15 p.m., and continued on Friday from 9:00am to noon, with a concluding luncheon at noon. The topics of the conference emphasized personal, holistic development activities on the following topics: time management, nutrition, assertive behavior, interpersonal communication, creative leave opportunities, dealing with family problems, stress management, relaxation through hypnosis, planning for retirement, managing your personal finances, dual career families, and many other topics for the personal growth (Jackson & Simpson, 1986). In addition, eighty percent of the conference participants completed a Health Risk Appraisal through conference pre-registration. The results were distributed at the opening session with a detailed individualized analysis of the health risks, and behaviors which would lower these risks (Jackson & Simpson, 1986). An organized program of holistic faculty development provides the potential for increased professional effectiveness, and may give the institution a greater sense of community.

Coping with Stress. A recent survey of American Faculty by the Carnegie Foundation for the Advancement of Teaching shows that forty percent of the faculty surveyed agreed with the statement "My job is the source of considerable personal strain" (Boyer, 1987, p.132). The factors which contribute to this stress include tough competition for promotion and tenure (in four-year institutions), low pay and poor working conditions, tight resources, and lessened mobility. High expectations and Type A personalitites also contribute to stress, particularly when work becomes the main focus in a faculty member's life (Stocking, 1987). On several campuses division chairs are trained to detect faculty stress early. Faculty members at Appalachian State may visit the faculty counseling center to undergo biofeedback therapy (Stocking, 1987). Holistic faculty development activities and workshops on stress can help faculty members become aware of ways to cope with stress.

Improving Morale. According to the 1984 Carnegie Foundation Survey, the morale of faculty members is low. Faculty believe that academic standards are too low, students are too weak, and faculty compensation and working conditions are inadequate (Jacobsen, 1985). A comparison with data from the 1975 Carnegie Foundation survey shows that the levels of dissatisfaction have increased. Another common complaint is that there is a lack of collegiality: faculty members rarely get together with others outside their departments. Kenneth Eble (1985) suggests that faculty members should make a concerted effort to get to know the other faculty members, because other friendly faculty members can be a positive source of faculty morale. In addition, retreats and other forms of on-going holistic development activities may help faculty

members to make more friends on campus, and increase faculty morale.

Encouragement of Innovation and Change. Faculty renewal can be a by-product of curricular innovation. Activities which involve the faculty members in active innovation to respond to changes will stimulate the faculty members out of a complacent attitude toward college teaching. In the 1960's hundreds of faculty members at many colleges were involved in a massive reform of college curricula. Over a five year period twenty percent of all courses were replaced or reorganized, and new course offerings were added at an average rate of nine percent per year (Bok, 1986, p.187). Faculty members at many institutions are currently involved in reorganizing curriculum to meet the needs of today's students. Some institutions have reorganized traditional liberal arts classes into interdisciplinary programs in which the various subject areas are interrelated (Astin, 1985, p.162). Faculty development activities can be the catalyst for innovation. However, support for innovation by top administration is necessary. Faculty who are involved in innovation must be encouraged through formal recognition and rewards.

b. Teaching Methodology

According to several studies the quality of community college teaching has declined. John Roueche, director of the program in Community College Education at the University of Texas at Austin, observed community college teaching in a recent study. His findings included the following evidence of poor teaching:

- Objective tests are most commonly used for evaluation of student learning.
- Many faculty members do not refer to the assigned text and do not assign reading.
- Teaching in many courses is regurgitative.
- Written asignments are infrequent.
- Many teachers (in classes other than English classes) do not consider poor language usage in grading written assignments (Roueche, 1983).

Roueche is a strong advocate of teaching excellence in the community college, and probably very few would disagree with his stance. But excellence will only come with the strong encouragement and involvement of top level college administrators.

According to several studies, those who need the most help usually don't participate in teaching workshops (Heller, 1982). "The failure of this small group either to attract students or contribute to the reputation of the institution through research is a basic institutional problem that current teaching improvement efforts have not addressed" (Heller, 1982, p.5). However, it

is important to address the need for the improvement of teaching or renewal of teaching skills among experienced faculty members. Harvard's Center for Teaching and Learning has worked with faculty to shapen their skills and monitor their classroom attitudes. Experienced faculty members learn through non-threatening critique sessions, and through a review of audiotapes which present incidents in the classroom. (Boyer, 1987, p.157).

The University of Kentucky Community College Systems (UKCCS) has a similar program for faculty: TIP, or Teaching Improvement Process. This is an opportunity for faculty members to analyze their teaching and implement changes. Outstanding experienced teachers act as faculty consultants in the process. After an initial interview, the faculty consultant observes the faculty member in class and on videotapes over a period of about four weeks. Then the faculty consultant and faculty member review the data (notes and videotapes) to identify the strengths and weaknesses. Finally a plan of change is implemented over a period of eight weeks and monitored by the faculty consultant. The final evaluation comes in the final three weeks of the semester through student evaluations and an evaluation by the faculty consultant and the faculty member. The key element in this process is the faculty consultant who works closely with the faculty member throughout the semester (Kerwin, 1985).

The University of Maine, Farmington, has a similar program of classroom consultants. All full-time faculty were invited to participate in the program in two-person consultant teams. Faculty would observe the "consultant's" class, and the consultant would observe the faculty member's class. Feedback was non-evaluative, but supportive. Faculty members said that the interaction among faculty, and the opportunity to observe another faculty member's classes were the two most exciting aspects of the project. Participating faculty members also convinced non-participating faculty members to try observing other classes. The major benefit is that faculty members have a renewed interest in teaching, which may lead to better teaching (Ferren & Geller, 1983).

Many faculty members use primarily non-participatory teaching methods: the "expert" teacher lectures to the "ignorant" student (Astin, 1985, p.160). Active modes of teaching may need to be taught to the "ignorant" faculty members. Active teaching methods require greater student participation, and the students have a greater responsibility for learning. This concept is similar to Malcolm Knowles' theory of andragogy for adult learners (1984). Many participatory teaching methods proposed by specialists in adult learning would also be effective in creating an active learning environment for younger college students: contract learning, learning

communities, research activities, internships, and others (Astin, 1985, p.161).

Collaboration in the classroom is also encouraged by a group of higher education researchers who met in Chicago in March, 1987, at the American Association of Higher Education's annual conference. The principles of collaboration include the utilization of the following seven techniques:

- Encouragement of contact between students and faculty members.
- Encouragement of cooperation among students.
- Use of active learning techniques: students respond to their learning through discussion and writing to make the subject matter relevant to their everyday lives.
- Prompt feedback to students.
- Emphasis on time spent in class on particular tasks.
- Communication of high expectations.
- Respect for diverse talents and learning styles (Heller, 1987, p.18)

Through the use of these techniques, faculty members foster a positive learning environment in which there is encouragement for cooperation and collaboration among students and between students and faculty.

c. The Need for Currency

Earlier it was mentioned that scholarship can contribute to the vitality of the faculty. Moreover, a strong commitment to students requires faculty members to be current in their disciplines. In the academic disciplines this typically involves scholarly activities: research, reading and studying, and conferences or meetings with others in the discipline (Oromaner, 1986). In vocational programs it is particularly important that students receive the most recent information and skills to obtain employment in the field. For those who teach in the vocational fields, hands-on industry experience is the best way to gain the current experience which is necessary to provide relevant and current information to students.

Several colleges have encouraged vocational instructors to go to business and industry for hands-on internships. Minnesota education officials and high-technology industries have formed a cooperative program which upgrades the skills and knowledge of the high-tech vocational instructors in the state's Area Vocational Technical Institutes (ATVI). Honeywell offered an instructor internship program and training to thirty-three ATVI instructors at no cost. One instructor, Dennis Johnson, said, "During my internship, I not only learned what new equipment

and procedures are employed in high-tech industry, but I made a few contacts as well. I can call upon industry resources to help answer a question or simply keep current with what's happening in the high-tech industry. And for my students, it helps to know where the jobs are" (Coblentz, et al., June, 1986, p.16). Aims College in Colorado has a similar program funded by fellowships for interested faculty members. Participating faculty members go to an internship position in business full-time for two to six weeks at two-thirds of their normal salary. Lucille Eckhardt, business instructor, spent three weeks in the word processing center of the State Farm Insurance Regional Office. Eckhardt's response upon completion of the internship was similar to that of the other instructors in the program: "I will recommend to my colleagues that they apply for this fellowship . . . I believe it is an excellent way for our faculty to see firsthand what is going on in the business world" (Kiefer, 1984, p.34).

The Broadcast Education Association (BEA) has been encouraging college broadcast educators to participate in the BEA internship program by working at a participating radio station, television station, television network, television production facility, news agency, or advertising agency. William Hagerman, associate professor of communications at the University of Southwestern Louisiana, spent two months over the summer of 1983 on a professional internship with WDSU-TV in New Orleans. Because of union contracts, Hagerman was not able to use the equipment, but he felt that his opportunity to observe productions and to sit in on meetings provided valuable information for his classes (Hagerman, 1984). In preparation for teaching a new class on broadcast promotion, Gilbert Williams, assistant professor of telecommunications at Michigan State University, spent his 1985 summer BEA internship in the promotion department of CBS in New York (Williams, 1986). Two other faculty members chose to focus on news by participating in the news departments of WXEX-TV, Richmond, Virginia, and WNTH-TV, Hartford, Connecticut (Mastrioanni, 1985). The broadcast industry is very receptive to faculty internships. A common reaction among broadcasters who graduated from college communications programs was, "I wish some of my professors had done that" (Hagerman, p.44).

Fullerton College has received grants for faculty internships for vocational instructors. As a participant in the Spring semester of 1986, I feel qualified to explain the benefits of the program. The instructors who participated in the faculty internship program were teaching half of a normal class load for the semester, and grant money paid for substitute teachers. My faculty internship was with Pix Productions, a multi-image production company in Santa Ana, California. When I proposed the idea of an internship to Ridgie Barton, president of Pix, he was very

receptive to the idea because of my previous experience in audio production and simple computer graphics. He would be getting an extra "trainable" production worker for free, and I would be getting hands-on experience in all aspects of state-of-the-art multi-image production business. I spent at least twenty hours each week working at Pix, participating in a variety of production activities: rewriting scripts, sorting slides, creating a slide library system, creating graphic "word slides" and charts on the graphics computer, working in the audio department in choosing music and directing narrators, going out on shoots with the producer and photographer, and observing the use of the computer programming system to sync the various slide projectors with a sound track.

This internship program gave me an opportunity to learn new state-of-the-art-production techniques which are currently being used for corporate training programs, sales programs, and promotional programs. Multi-image is popular in the business community because it utilizes a big screen for large meetings and it attracts more attention than more common videotapes. Jobs are available in Orange County for multi-image production staff in large corporations and in media production companies such as Pix. Working at Pix gave me the experience I needed to create the classes for a new vocational certificate program in Multi-Image Production. The first classes will be offered in Fall 1987.

d. The Need for Retraining

Changes in the economy and changes in the career goals of students have had an effect on enrollment patterns. Some colleges are finding that they have an overabundance of faculty members in subject areas of declining demand. One solution to this problem is a faculty development program of retraining.

The Los Angeles Community College District (LACCD) in the early 1980's found that physical education, arts, theater arts, music, history, sociology, and psychology were areas of declining enrollment. In 1984 LACCD targeted physical education faculty for retraining, to equip them to teach at least part of their load in another subject area. In the first year of the program eighteen faculty members were retrained. A variety of retraining methods were used: team teaching with a faculty mentor in the new subject area, taking courses to prepare to teach a new subject area in which teachers are in demand, or full-time study in a university program to acquire credentials for subject fields which require more teachers. The first eighteen participants are now teaching in math, biology, English, finance, and real estate. In 1985

seventeen more faculty members from physical education and music were being retrained to meet new demands (Petrovich & Hexter, 1986, p.32).

Other community colleges have experienced similar declines in enrollment, and have chosen retraining as a viable solution. Monroe Community College in Rochester, New York, handled the same problem of overstaffing in a similar retraining program. The revitalization of the areas in which the retrained faculty are now teaching was an additional benefit noted at Monroe College (Petrovich & Hexter, 1986, p.32). Florida Junior Colleges gave instructors the opportunity to participate in a faculty internship to train for a new position with the college. Some faculty internships involved a college administrative internship, others involved positions in business and industry (Dumbleton & Gay, 1985). Internships and retraining as forms of faculty development offer the advantage of an individualized program based on individual interests and needs.

3. Managers of Faculty: Preparation and Renewal

In their 1987 report, the Carnegie Foundation for the Advancement of Teaching recommends regional workshops and seminars conducted specifically for department chairs "to prepare them for leadership with their faculty" (Boyer, 1987, p. 136). The departments are the smaller communities within a larger campus, therefore the department chairs play a major role in setting the tone of the department for the faculty members.

A part of the Dallas County Community College District's Career Development and Renewal Program (CDRP) has provided faculty with the opportunity to serve as temporary replacements for division chairs on leave. Division chairs may fill in for a vice president or dean for a semester. Prospective participants volunteer for this program and are selected on the basis of the quality of their proposals. Before starting in the new position, participants are expected to attend an orientation. In addition, several workshops and other activities are planned throughout the semester for participants. The Dallas County Community College District has used this program as a cost-effective way to develop the talent of current faculty and administration, and to encourage promotion from within (LeCroy, 1984). Faculty members who desire greater administrative responsibilities have an opportunity to learn by actually doing the job on a short-term basis. Many of the participants in the Dallas program have later been appointed to the positions in which they had previously "interned." The participants in such a program are better prepared than most new division chairs.

Paul Elsner, Chancellor of the Maricopa Community College District, comments on the lack of a systematic effort to train community college leaders. Elsner says, "A crisis is developing at the leadership level of the American community college movement. We need a crystallized definition of the characteristics and skills that the next crop of leaders must possess" (Elsner, 1984, p.39). Elsner's recommendations include a nationwide program of leadership development for the community college similar to the Kellogg Foundation program in the 1960's. On a local level, Elsner recommends that each community college increases staff renewal activities and provides flexible management designs (1984).

In response to this need, the California Association of Community Colleges (CACC) has initiated the first two of a series of new statewide staff development programs through the new CACC Professional Development Academy. A President's Academy for community college CEO's, and a Leadership Development Academy for new and experienced administrators and managers will be held for the first time in the summer of 1987 (Professional Development, 1987). In addition, the annual California Great Teachers Seminar has become a part of the Professional Development Academy. The Professional Development Academy is an effort by CACC to form a coordinated plan of statewide staff development activities for all community college staff: Presidents, Deans, Division Chairs, Faculty, and Classified staff.

B. Change in Students

The student population of the community college is changing to include more adult students, more underprepared students, more part-time students, and an increased diversity of ethnic background.

1. Adult Students

According to the National Center for Education Statistics, the percentage of college students aged 18 to 24 is declining, but the percentage of college students aged 35 and older continues to climb (Demographic Forecasts, 1986). The percentage of adult students may be greater in some community colleges than shown in Astin's Fall 1986 survey of American College Freshmen. To compare, 93 percent of college freshmen in all types of institutions are between the ages of eighteen and twenty (Astin, 1987, p.39). However, the Fullerton College Fall 1986 enrollment figures show that only 34.8 percent of the students are between the ages of eighteen and twenty, and 38.7 percent are age twenty-five and older (Fullerton College..., 1986). This figure is

slightly higher than the U.S. Census Bureau's 1980 report which shows that one in three college students nationwide is now over twenty-five (Mayarrell, 1981). The adult student population is significant enough for a reexamination of teaching methods used in the college classroom.

Many studies of adult learners show that adults prefer different teaching methods from those preferred by younger students (Hughes,1983). Malcolm Knowles advocates the use of an andragogical model in teaching adults (Knowles, 1984). The theory of andragogy presumes that adults prefer autonomy rather than dependence on a teacher. Various studies of adult learners have found this to be true (Schwartz, 1985; Kasworm, 1980). Adults prefer an active learner role (Kasworm; Kidd, 1973); they have more life experience which may be called upon in classroom discussions (Kasworm; Schwartz; Richter-Antion; 1986); and they want information which is immediately applicable to their personal or professional lives (Schwartz). Adults also prefer a self-directed style of learning which involves problem-solving and practical learning experiences (Hughes, 1983).

Alan B. Knox, profesor of Continuing Education at the University of Wisconsin advocates a well-organized plan of faculty development for preparing faculty members to help adults learn. Knox proposes a planning meeting which identifies specific objectives for learning about adult learners, followed by a series of in-service sessions for the presentation of useful ideas about adult learners (1986). Some of the teaching methods which might be introduced in the in-service sessions include: learning contracts, action learning projects, self-assessments, and content mastery (Knox, 1986). Because there are so many ideas which may be useful for faculty members, the problem in conducting faculty devlopment activities is in narrowing down the program to a few specific new teaching skills which may be supplemented in additional workshops.

The literature shows that there are significant differences between adults and younger students which must be considered by faculty members in the classroom. Faculty members may need information on adult students in order to teach adults more effectively. Faculty development activities which address the needs of adults are important for the continued vitality of the college. Because adults continue to become more interested in higher education, college faculty must consider the best methods for teaching these new "customers." Teaching methods which meet the needs of adult learners will result in a better learning experience for the adult student. Community colleges which do not address this need may find their adult students leaving to attend other institutions of higher education in which the teaching methods are more compatible with the adult learning styles.

2. Underprepared Students

The typical college student has poorer reading and comprehension and study skills than college students of the past. Even the students acknowledge that they need help: forty-two percent of today's college freshmen say that one very important factor in their decision to go to college was a desire to improve reading and study skills. This figure is twice what it was ten years ago (Astin, 1985, p.212). Astin's survey of freshmen also shows that over the past ten years the percentage of freshmen who say they will need tutoring help in specific courses has nearly doubled (1985, p.212).

It does not appear that the quality of incoming college students is improving perceptibly. The SAT scores of the high school seniors of 1986 were unchanged from those of 1985, a combined average score of 906 out of a possible 1600. However, this is somewhat higher than the scores in 1980: the combined score average was 890, an all-time low. The all-time high SAT combined score average was 980 in 1963 (SAT Scores, 1986). The National Assessment of Educational Progress conducted a literacy survey of young adults in their early 20's and found that six percent could not read at fourth grade level, twenty percent could not read at eighth grade level, and 38.5 percent read below the eleventh grade level (Many Adults Do Poorly, 1986). The summary of this report did not make clear the proportion of those surveyed who are currently enrolled in college. If those who are not currently enrolled in college should decide to enroll in the future, the population of underprepared students may increase.

The results of assessment tests conducted at Fullerton College in Fall of 1986 reveal the following information: nine percent are reading below the ninth grade level, and twenty-six percent are writing below the ninth grade level; forty-seven percent are reading at ninth through eleventh grade levels, and fifty-eight percent are writing at ninth through eleventh grade levels; only forty-four percent are reading at the twelfth grade level or above, and only sixteen percent possess writing skills at the twelfth grade level or above. The math results are worse: seventy-two percent are not able to compute with basic sixth grade arithmatic skills; thirty-two percent do not have skills in basic high school algebra; and only twenty-three percent qualify for instruction at intermediate algebra level or above (Cordrey, 1986). Other colleges have even lower levels of preparation based on entering assessment tests. For instance, San Joaquin Delta College in Stockton, California reports that only twenty-five percent of their students are prepared for college-level reading and writing, and only ten percent are ready for college-level

math classes (Lewis, et al., 1986). The same study shows that the performance on assessment tests varies by ethnic background: Caucasian students were twice as likely to score in the highest reading level as their fellow students from other ethnic backgrounds (Lewis, et.al., 1986).

The question for faculty members of non-remedial classes is, "What can be done to cope with the underprepared students in regular college classes without decreasing the quality of instruction?" One solution is to provide more individualized instruction. However most faculty members don't have sufficient time to spend with every underprepared student in a large class. A variation on this solution is to use student peers. Peer tutoring has been shown by several studies to be highly effective in helping the underprepared students (Astin, 1985, p.165). In Japan peer tutoring has been widely used in the elementary schools for many years. The advanced students master the subject through teaching it, and the slower students are given the individual attention they need: both students benefit (Astin, 1985, p.165).

C. Increased Ethnic Diversity Among College Students

Astin's study of the nation's college freshmen shows a white majority of eighty-five percent; 8.5 percent of the freshmen are black, 2.5 percent are Asian-American, and 1.2 percent are Mexican-American (1987, p.39). The student population of Fullerton College includes students of the following ethnic backgrounds: 72.2 percent white, 11.6 percent Mexican-American, 8.6 percent Asian-American, and 2.2 percent black (Fullerton College, 1986). The proportion of the various ethnic groups in the student population of a community college will vary widely due to local population characteristics and changes. Population projections show that the future student population of Fullerton College is likely to include increasingly larger proportions of Asians, Mexican-Americans, and Blacks and a smaller proportion of Caucasians (Cordrey, 1986, p.2).

D. Part-Time Commuter Students

The majority of community colleges are commuter campuses with no residential facilities. In community colleges nearly all students are commuter students who live in the local area. Very few community colleges have residential facilities. Of the 105 California Community Colleges only nine have residential facilities: Bakersfield College, College of the Redwoods in Eureka, Lassen College in Susanville, Santa Rosa Junior College, Shasta College in Redding, Sierra College in Rocklin, Taft College, West Hills College in Coalinga, and Yuba College in Marysville (Lehman, 1987, pp.20-21).

In the past a larger proportion of students were full-time students with fewer distractions. U.S. Department of Education statistics show an increasing percentage in the nation's part-time students in community colleges: in 1970 only 48 percent of all community college students were part-time students, but by 1983 64 percent were part-time students (Carnegie Foundation, 1986, p.50). The 1986 enrollment statistics for Fullerton College show that nearly 70 percent of the students attend college part-time (Fullerton College, 1986). In other California community colleges, the highest percentage of students attending part-time is 98 percent at Coastline Community College in Fountain Valley, and the smallest percentage is 24 percent at West Hills College in Coalinga, one of the residential colleges. The part-time students in most California Community Colleges account for between 65 and 80 percent of the total student population (Lehman, 1987). This means that the majority of students have other commitments and many distractions which may cause difficulties in completing assignments for college classes.

Arthur Chickering reports that commuter students do not gain the same full college learning experience which is typical of residential college students. The Carnegie Foundation for the Advancement of Teaching recommends that colleges make an active effort to involve the commuter students in campus activities (Boyer, 1987, p.211).

How can the faculty get involved? One solution is to create small learning communities for the students in which they can become actively involved (Matthews, 1986). The Fullerton College Communications Division has been successful in creating an active learning environment for students in the Radio Broadcasting Program. Students are involved in all aspects of the radio station operation as a part of the academic program in radio broadcasting. All students in the radio program use the same studios and facilities, so there is considerable interaction among students of different skill levels who are in different radio classes. Studios are in an open lab which enables students to sign up for lab time to work on projects seven days a week between eight in the morning and ten o'clock in the evening. Radio students know that the radio station is <u>their</u> place where they will find other friendly faces and people with similar attitudes and interests. For this reason, the radio students spend a considerable amount of time at the radio station, even at night and on the weekends. Faculty members encourage this involvement by calling the radio station a "Professional Learning Environment." It is a comfortable learning environment for aproximately 125 students: a much smaller environment than the larger college environment of over 17,000 students! Chickering says that commuter students are less involved than residential students (Boyer, 1987, p.211). However faculty members can be instrumental in creating the simulation

of a residential environment through the creation of smaller learning communities within each disciplinary area on campus

C. Environmental Changes

Changes in society happen rapidly, and community colleges must be prepared to cope with the changes which may have a direct impact on the college enrollment patterns and student characteristics. Some of these changes for Orange County include an increasingly diverse ethnic population, new technology, the condition of the local economy, and state public policy issues.

1. Ethnic Population

Robert Jensen, Chancellor of the Rancho Santiago Community College District in Santa Ana, California, is concerned about coping with the increasing numbers of non-native English-speaking students. Currently Rancho Santiago College provides English language training to more than 10,000 non-native residents (Jensen, 1987). Jensen is concerned about the ultimate impact on Orange County: "Without a trained workforce, Orange County cannot long survive as a vibrant economic force..."(1987).

The Asian population of Orange County has grown, with 80,000 Vietnamese and 15,000 Laotians and Cambodians. These cultural groups are likely to cause the Asian-American population to increase at Fullerton College and at other Orange County community colleges in the near future (Cordrey, 1986, p. 2). According to Jensen (1987), the immigration and birthrate patterns show that in the next five to ten years, Orange County's minority population will become the majority.

Faculty must be prepared to understand the cultural differences and the problems of language competency. Faculty development activities may address these issues by providing faculty members with more information about the various minority groups. This will provide faculty with a better understanding of the cultures, and a better understanding of the motivations, learning styles, and language difficulties of the minority students.

2. Technology

New technology has forced institutions of higher education to reevaluate their role with business and industry. A cooperative effort between high tech industry and colleges can result in some outstanding programs which will prepare students for work in high technology (Useem,

1986, p.2). Useem notes that industry-academic ties appear to be closest in the fields of engineering and biotechnology (1986, p.177). New technology is here today, and community colleges must closely examine their roles in preparing students for future careers in fields involving high technology.

Computer literacy is essential today. Several faculty development programs have addressed this need. Santa Monica College purchased ten Compaque computers in the Fall of 1984 for use by faculty members. Data processing faculty members were assigned to teach other faculty members to use the computers through introductory courses and workshops. Faculty have expressed a high level of interest in learning to use the computers through participation in the faculty development program. (Silverman, 1985).

Changing technology in the workplace has implications for community colleges. Many two-year colleges are starting job training programs for local businesses that want to hire new employees or retrain their workers (Jaschik, 1986). Three of the colleges in the Los Angeles Community College District are providing training for Lockheed employees who would otherwise be replaced. Myrna Harrison, of the Maricopa Community College District, says that vocational programs have always been a part of the community colleges, "but now we're ...finding out what employers want and providing it" (Jaschik, 1986, p.15). Changing technology can provide additional enrollment for community college vocational programs which are willing to provide special services for the needs of the business: convenient scheduling and custom programs on-site. Community colleges that are prepared for the changes and actively seek out industry opportunities will be increasing enrollment for the future while providing a valuable service to businesses and employees.

3. Local Economy

Orange County currently has one of the nation's highest per capita incomes, one of the lowest unemployment rates, and one of the fastest rates of business growth. Job growth in Orange County is expected to continue to be double the national job growth rate. The percentage of those who work in manufacturing in Orange County fell from 26.1 percent ten years ago to 23.1 percent in 1987. Government workers also decreased from 14.8 percent ten years ago to 10.6 percent of the workforce in 1987. However, 56 percent of Orange County's work force are currently employed in the three industries crucial for future economic growth: trade, electronics, and services. Nationwide only 48 percent of the labor force is employed in these three areas (Muir, 1987).

For community colleges in Orange County these statistics have several implications. Because the unemployment rate is so low, the number of people available to take college classes is also low. Those who do enroll in the college are probably employed at least part-time. Evening students are probably employed full-time, and are returning to college to gain skills for job advancement or career changes. For most students, attending college is not the main focus of their lives. Faculty members are probably aware that many students have outside committments. Faculty members who want to promote growth in their programs may consider alternative methods of scheduling or modular short courses to better meet the needs of the students who are employed.

A strong business economy also provides an opportunity for community colleges to provide educational services to local businesses. A business liaison at the college may promote to faculty the idea of creating short courses to be offered to businesses for a fee. Courses might include English usage for business communication, interpersonal communication skills, word processing, and any other courses which have application in business.

4. Public Policy Issues

Because the majority of community colleges are state-supported, funding is a critical isue. A lack of state funding may make it difficult for faculty members to expand their programs, or to implement innovative new programs. Therefore it is important that faculty members gain an awareness of the important policy issues which affect the governance and funding of the community college. Through a better understanding of public policy issues, faculty members will learn exactly which policies have a direct impact on their programs, and what can be done to work with the system for innovation and growth.

The Review of the Master Plan for Higher Education in California has recommended changes in the structure of funding for community colleges which would have a direct impact on instruction. One of the proposed changes is to institute differential funding (Cordrey, 1986, p.13). The costs of running equipment-intensive programs would be taken into consideration when funds are distributed. This could be a great advantage for faculty members who teach expensive classes: classes which use computers, and vocational classes which use expensive equipment. However this will also mean less funding for the traditional "chalkboard" classes. If faculty members are made aware of the impact of such public policies on their programs, they may become more involved in the strategic planning process for their department.

The 1979 Gann Initiative, which ties growth in the budget of community colleges to an increase in population and inflation, has limited the ability of community colleges to adequately cope with the changing needs of underprepared students and non-native English speaking students, according to Robert Jenson (1986). Faculty are directly affected by this lack of state financial support for extra personnel to help these students, because these students enroll in regular college classes without adequate preparation. Faculty development activities may provide a partial solution until funding for additional remedial instructors becomes available. Through faculty development workshops, faculty may learn teaching techniques which are effective for the underprepared students and non-native English speaking students.

For advocates of faculty development, one of the interesting proposals of the Master Planning Commission is the recommendation for professional development for both faculty and administration (Cordrey, 1986, p.14). A budget of $10 million is proposed for the implementation of a state-wide program of staff development in the community colleges (Cordrey, 1986, p.15). If passed by the state, this legislation would provide a mandate for colleges to become more actively involved in staff development activities.

D. Planning for Faculty Development

The initiative for faculty development must come primarily from the faculty (Hynes, 1984), and must include input from division chairs and deans (Boice, 1985), and strong support from the college president and/or chancellor (Hynes, 1984; Day, 1983; Armes & O'Banion, 1983). An "Office of Instructional Development," or "Office of Research, Planning and Development," or "Office of Staff, Program and Organizational Development" should coordinate all faculty development activities (Jackson & Simpson, 1985) in an on-going continuous program (Hammons, 1982-83) which is tied directly to the organizational goals (Hammons, 1982-83; Belker, 1983).

A review of many faculty development programs shows that there is no one model for faculty development (Belker, 1983). It is the responsibility of each college to determine which activities will be the most beneficial for the development of the faculty and for the development of the institution. For this reason, the coordinator of faculty development activities should conduct a needs assessment by surveying faculty and administrators (Worsley, 1983; Boice, 1985). The needs may then be analyzed by a college-wide faculty Instructional Advisory Committee (Jackson & Simpson, 1984). In assessing the needs, the committee must be able to tie the faculty

development needs directly to the goals of the institution (Shawl, 1985; Terrell, 1983). By "institutionalizing" the faculty development program it will become a less peripheral and more integral part of the college.

After the needs have been analyzed, the coordinator must plan activities which will meet the needs. Each college has its own specific needs, and specific institutional goals to be met. The faculty development activities of each college may be quite varied due to the differences in faculty, student, and environmental characteristics. A budget must be included as a part of the plan. Even with a limited budget, faculty development activities may be accomplished through the use of local college resources: expertise of faculty members and administrators, and on-campus facilities (Barthlow, 1984). Examples of the faculty development programs discussed earlier show that budgets and resources for faculty development activities may be increased through grants and industry liaison.

After the faculty development activity, follow-up activities should be conducted to reinforce the new skills or knowledge (Worsley, 1983). In addition, an evaluation of the faculty development activity should be conducted by the coordinator (Jackson & Simpson, 1984). The evaluation should include the input of the participants, and others who may be affected by the outcome of the development activity: students, other faculty members, division chairs, or administrators.

The success of any on-going faculty development program depends on strong support by the college president or chancellor. "Support" includes financial support; released time for participation, grant-writing, and innovation; and support through a system which rewards the outcomes of the faculty development activities, such as innovation, curriculum development, excellent teaching, currency, scholarship, professional activity, and other possible positive outcomes. As CEO of the organization, the college president or chancellor is probably aware that the most valuable and costly investment of the organization is the human resources. It makes good sense to help this investment to appreciate in value rather than allowing it to become non-productive through neglect.

Summary

It is important for the community colleges to not only respond to the changes, but to take a pro-active attitude in anticipating change to prepare for the future. According to Thomas P. Wallace, chancellor of Indiana University-Purdue University at Fort Wayne, success in

innovative faculty development activities which focus on the needs of the future will require a different reward structure in which faculty members are rewarded for achievements in innovation (McMillen, April 15, 1987). With encouragement from college leadership, faculty members must take the initiative in changing faculty development activities to meet the needs of the college, both today and in the future.

III. Methods Currently Utilized in Business

Overview

The literature of business continues to emphasize the importance of staff development. In their book, In Search of Excellence, Peters and Waterman carefully outlined the important role of human resources development in the "excellent" corporations (1982). The journals of training and development are packed with success stories which demonstrate how training can aid in solving corporate problems and in developing human potential. This section will explore in depth the training which is currently being utilized in corporations, and the possible applications for community college faculty development.

A. State of the Art in Corporate Human Resources Development

A better understanding of the current status of corporate training is necessary before further analyzing the corporate training programs. This review of the most recent data available includes: the amount of money spent by corporations on training, the employees who are the primary beneficiaries of the training, the types of training, and the methods of instruction. Projections for the future are included in order to gain a feeling for the probable direction of corporate human resources development.

1. Today's Facts and Figures

How much money is spent on corporate human resources development? According to statistics reported in 1986, U.S. organizations with fifty or more employees budgeted a total of $29 billion for formal training activities (Feuer, Oct. 1986, p.33). Seventy-two percent of the training dollars was budgeted for training staff salaries, seven percent was alloted for local facilities and administrative support, and the remaining twenty-one percent of the budget paid for outside expenditures, such as conferences, audiovisual equipment, computers, and training materials (Feuer, Oct. 1986, p.33). The average annual expenditure per corporation ranged from a low of $11,695 for organizations of fifty to one hundred employees, to a high of $604,526 for large corporations of ten thousand employees or more (Feuer, Oct. 1986, p.34). To compare these figures for an "average" urban community college faculty, the annual expenditure for organizations from five hundred to one thousand employees was $42,299 (Feuer, Oct. 1986, p.34). According to profiles of excellent training programs reviewed in Training magazine, the average training budget is one percent of the total corporate budget (Lee, C., 1986, p.72).

Who are the trainees? Although the average number of hours of training per employee is 25 hours annually (Lee, C., 1986, p.72), corporations with fifty or more employees invest the greatest number of hours per employee in the development of middle managers, professionals, and executives: an average of over forty hours annually per employee, or slightly more than an average work week (Gordon, Oct. 1986, p.49). The Fortune 500 companies offer their corporate executives an average of five days of executive education annually at a cost of $100,000 to $500,000 annually (Geber, March 1987). Faculty members are generally considered to be "professional" employees because each faculty member is an expert in the discipline. Faculty members are also considered as "managers" because of their contributions to the governance of the institution (Gorman, 1980). In light of the fact that faculty members have considerable responsibility for the academic operation of the college, and some degree of input for the governance of the college, community colleges may wish to consider a similar high commitment to the development of faculty members.

Which types of development activities are most often emphasized within corporations? Seventy-six percent of the U.S. corporations with fifty or more employees provide management skills development, and nearly seventy percent provide training for technical skills (Gordon, Oct. 1986, p.54). Over fifty percent of all corporations surveyed provide employee development activities in the following areas: supervisory skills, communication skills, new methods and procedures, clerical skills, executive development, computer skills, customer relations, and personal growth (Gordon, Oct. 1986, p.54). With the possible exceptions of "clerical skills" and "executive development," community college faculty members could benefit from all of the types of training mentioned in this survey.

Which methods of instruction are most commonly used in corporate training? Over eighty percent of the corporations surveyed use lectures as an instruction method, eighty percent use videotapes, and sixty-two percent use one-on-one instruction (Gordon, Oct. 1986, p.60). The more innovative instruction methods are utilized by fewer corporations: forty-five percent use role plays, over forty percent use case studies, thirty-five percent use self-assessment and self-testing programs, and twenty-seven percent use self-study programs. The use of the newest technology is somewhat more rare: teleconferencing is utilized by twenty-three percent of the corporations surveyed, audio teleconferencing is used by only ten percent, and computer conferencing for training purposes is used by only three percent of the corporations in the survey (Gordon, Oct. 1986, p.60). The survey does not describe in detail the "lecture" method, however

the information provided implies that the term "lecture" is being used synonymously with "classroom instruction," which may also include discussion and other group classroom learning activities. It is difficult to generalize how these percentages compare with the teaching methods currently being used in community colleges. However it may be safe to say that the use of more innovative methods is needed in both corporate training and community college classrooms.

2. Development Needs for the Future

Alvin Toffler, in his 1986 Labor Day essay in the Washington Post proposed a five-point plan to be phased into corporations over a five year period. Toffler acknowledges the importance of training to the future of American corporations in this proposal: a 25-hour work week, plus 5 hours of training weekly. Toffler advocates more then just the mechanical training of skills. He believes that if employees are taught about the competition, the mission of the organization, and changing technology, all employees could contribute new ideas to the corporation (Coblentz & Geber, 1986).

Ron Zemke's predictions for training in the 90's take into account some major changes in the work force. The diversity of the workforce is increasing, so that by 1990 45% of the workforce will be made up of women, 15% will be minorities, and 25% will be those who were raised by a single parent. In 1975 the average age of the workforce was 28 years, in 1990 the average age will be 40 years. In 1975 there were ten qualified candidates for every middle-management job, in 1990 there will be 30. (Zemke, 1987, p.44). This means that employees may reach a plateau in their careers at an earlier age and at a lower rung on the corporate ladder (Coblentz & Gordon, August, 1986, p.10). In 1990 75% of the workforce will be high school graduates, 33% will be college graduates, 9% will hold advanced degrees, and 18% will be functionally illiterate (Zemke, 1987, p.48). In addition, external social forces, changes in organizational structure to a decentralized organization, and the need to adapt to new technology will determine the type of training needed in corporations (Zemke, 1987).

Executive Development Asociates in Westport, Connecticut predicts that managers of all levels will receive more training in the future than they have in the past. Middle managers will receive the most training, and the amount of training for senior executives will double in the next three to five years (Feuer, Sept. 1986, p.102). The topics of training are likely to include many of the same topics which are emphasized today: interpersonal skills, communication skills, and management of human performance. But these topics will gain in importance in the next three to

five years: development of business strategies specific to the organization, worldwide business issues, and new information technology (Feuer, Sept. 1986, p.102).

All of the reports stress the need for more corporate human resources development, particularly for managers. Community colleges may take the cue from these projections in realizing the importance of providing faculty development activities today to better meet the changing needs of tomorrow. Staff development activities are also vitally important for those who manage the faculty. If community colleges begin an active development program for faculty members and Department Chairs today, the necessity of increasing the activities in the near future will be more easily accomplished.

B. Planning Development Activities through Participation

Until recently, the training activities of a corporation have generally been planned for employees by management and human resources specialists. This trend seems to be changing as corporations seek input from employees for training activities. Generally a department of "Staff and Organizational Development" or "Human Resources Development" or "Training" designs the program of development from input from management and/or employees. The following two steps are usually included in the planning of development activities:

1. Needs Assessment

It is necessary to have a need for the training: never train for training's sake (Broadwell, September, 1986). Although the assessment of needs is a logical first step in planning for training and development programs, a 1985 Training magazine survey found that 62 percent of the respondents do not do a formal needs assessment for all training projects, and only 47 percent spend considerable time trying to discriminate between training needs, and needs which may be met through other means (Bowman, 1987, p.30). According to Bowman, "a proactive HRD staff anticipates educational needs for the next year or more and develops the links between the organization's strategic plan and its training plans"(1987, p.30). This objective may be accomplished through a combination of activities by the Human Resources director: presentation to managers of a proposal and a timetable for needs assessment, solicitation of the active involvement of management in the needs assessment, endorsement of the needs assessment by the CEO to reinforce the idea that this is the organization's project rather than the Human Resources Department's project, the interviewing of key managers early in the needs assessment, and

possibly a questionnaire (Bowman, 1987). Through a complete assessment of the needs, a "training problem" can easily be distinguished from a problem for which solutions other than training may be appropriate. It is possible that certain needs may be met by better supervision, more informative communication, or other methods.

Trainers Nugent and Buckley of the Gulf Bank developed several lists of questions for managers to answer in assessing the training needs of an individual or group of employees. The questions cover setting goals for employees, delegation of work, motivational factors, clearly defined directions for tasks, an examination of the job, and a review of the training needs (Coblentz, et.al., Sept. 1986, pp.12-13). The answers to the questions will give the trainers a more accurate picture of the needs of the particular employees. This ensures that the training will meet the needs desired by the manager of the employees.

The faculty development coordinator at a community college may choose to use both Division Deans and faculty in an assessment of needs. The Division Deans may see needs for development activities which may be of less importance to the faculty, but faculty members may have some important needs which are not immediately apparent to administrators. The Faculty Senate may provide a forum for discussion of faculty development needs, however in most community colleges the Faculty Senate rarely includes adjunct faculty members. For this reason, a discussion of the faculty development needs may initially be done by questionnaire, with follow-up discussion groups meeting at various times of the day and evening so that the majority of faculty members have access to the meetings. As with corporations, the needs for faculty development should be tied directly to the mission statement of the community college. Faculty and Division Deans must be made aware of the importance of this connection before a needs assessment is conducted.

2. Goal Setting

After the needs have been assessed, the goals for the development activity should be stated. A team goal setting method is used effectively by Robert Buckham, training supervisor for Hecla Mining Company in Coeur d'Alene, Idaho, and an instructor at North Idaho College. Buckham recommends a team goal setting process in which "the manager and his team...jointly discuss and agree upon plant goals" (Coblentz, Geber & Pribble, March, 1987). This method may easily be adapted for use within academic departments in a community college. The Department Chair and faculty may discuss goals for the department: higher student retention, larger enrollments, new innovative programs, etc. Through this discussion the participants gain a better understanding of

the goals which are important to other faculty members, participants have an opportunity to defend and explain their positions, and everyone gains a feeling for the desired results of the proposed staff development activities.

Goal setting for staff development should be realistic. John Reddish, management consultant, and George Bickley, president of Glenn Industries, Inc., developed the SMART formula for assessing the progress of employees toward any goal. Goals and standards should be Specific, Measurable, Attainable, Results-oriented, and Time-related (Gordon, Lee & Pribble, 1986). In discussing the goals for faculty development activities, these five criteria will bring the discussion down to the practical questions: "What do we want to achieve?;" "How will we measure the results?;" "Is this goal realistic and attainable?;" "What will the results be?;" and "What is a realistic time frame for meeting the stated goal? How urgent is it to reach the goal in a particular time frame?" Academics sometimes enjoy theorizing more than developing a definite plan of action. Campus committees sometimes fall into the trap of "all talk, no action." Utilization of these criteria for campus committees and for faculty development activities will ensure that faculty members are working toward a concrete, obtainable goal.

C. Putting the Plan into Action: The Role of the Training Director

After needs have been assessed and goals have been stated through a team effort, the Training Director goes to work in implementing the plan. Today's Training Director has evolved into an internal consultant who serves the needs of management. The three areas of expertise required of a Training Director are instructional methodology, business organizational skills, and the ability to consult and negotiate with management in implementing a training program (Ruark, 1986). With these skills, a good Training Director can put the plan into action.

Training magazine's industry report of the ten best training organizations in the country included IBM, Xerox, Hewlett-Packard, AT&T, McDonald's, the U.S. military, General Electric, General Motors, 3M, and Proctor & Gamble (Gordon, June 1986). When the training directors were asked what makes their training organizations so successful, the answers were all similar to Xerox Training Director Ken Hansen's comment: "Training is linked directly to business objectives. The training function is not something separate from the management function. Training is seen as an enabling process to meet goals" (Gordon, June 1986, p.24).

Community colleges may use this philosophy of "training linked to business objectives." In academic terms this translates to "The faculty/staff development program is linked directly to the

mission of the college." The following are some of the successful practices used in implementing the training plan.

1. Demand Success

The successful corporate training departments are accountable for every detail of the planning, the design, and the implementation of a training program. They understand that training programs fail to accomplish goals due to faulty preparation, faulty design, or faulty implementation (Kinlaw & Christensen, 1986). Overpreparation is the key to success in the excellent training organizations.

College faculty understand this principle very well. A well-planned class with clear goals and appropriate methods of delivery will result in meeting the goals of the class. This principle can easily be adapted for faculty development projects

2. Keep in touch with the whole organization

A Training Director should be familiar with every aspect of the business of the company. It's important to know the key managers in the various departments to build rapport and to increase understanding of that area of the company. Excellent Training Directors know what the company is doing: the structure, the plans, and the problems (Kinlaw & Christensen, 1986).

In a community college, the faculty development coordinator should make an effort to gain a clear understanding of the different problems and unique characteristics of each disciplinary area. It is important to become familiar with the methods used in teaching, the students attracted to the discipline, the budgetary constraints of the department, and the faculty members in each division. Through this knowledge and understanding, faculty members and department chairs may feel more trust in the efforts being made by the faculty development coordinator.

3. Tie the Training Function to Organizational Change

The best Training Directors think of management development as an instrument of organizational change (Kinlaw & Christensen, 1986). The managers who are changed will implement the new methods, will gain new ideas from the training experience, and will begin to change the organization.

In a college setting, this principle can work on two levels: the Division Dean/Department Chair management level, and the Faculty level. Division Deans and Department Chairs who

participate in development activities may become catalysts for change in their Divisions, thereby influencing change in the entire organization. Faculty members who are participants in faculty development activities become catalysts for change by influencing other faculty members to try the new methods.

4. Provide Opportunities for Application

Feedback on past programs is important for the continued success of the program. Those who have received the training can advise the Training Director on how the information and skills applied to their areas, and how the skills provided by the training helped to solve a problem or increase productivity. Martin Broadwell says "Deal in reality. Use real things to train with. Deal with real problems, involving real-sounding people" (September,1986). The training sessions should be designed to provide practical application for the participants. Non-participatory sessions in which motivation or team building or skills are simply described will not produce application on the job (Kinlaw & Christensen, 1987). Hewlett-Packard's training activities provide managers with new skills they can use on the job immediately rather than at some point in the distant future (Coblentz, Lee, & Pribble, July, 1986, p.14). Jean Barbazette of The Training Clinic concurs: she feels that training sessions should provide participants with a combination of knowledge and skills (Barbazette, 1987). Many training sessions attempt to cram too much information into one seminar, which results in information overload. Sessions which combine some information with an opportunity to put the information to work in a practical exercise provide participants with a change of pace and also show the participants how to use this information in their daily work.

The needs assessment of a faculty development program may reveal that faculty members want information or skills which may be immediately applied to the classroom. Division Deans and other managers may also request activities which may be applied to the operation of the Division. Most adult learners want information which is practical and relevant to their work (Burnham, 1982; Wendel, 1985). Faculty members are probably not an exception.

This practice can also be put to use in the college classroom; in some subject areas more easily than others. In vocational classes which emphasize skills, it's simple to combine information in a lecture with skills in a lab class. In lecture-only classes creative faculty members may be able to find a way to make the information applicable to the student through in-class exercises.

5. Look for Value to the Organization

In looking at the needs assessment, a Training Director needs to make some training judgements: Will the resources required yield results which would be worthwhile to the company? According to Dean Spitzer, the best opportunities for training exist "when there is a large performance gap among employees in the same job, and when closing this gap can mean significant increased revenues or reduced costs for the organization"(Spitzer, 1986, p.37).

In a college setting the "large performance gap" could be a common faculty problem: dealing with underprepared students, learning innovative teaching methods for adults, coping with burnout or stress, or simply learning new college procedures. These "performance gaps" would be those perceived by faculty members in the needs assessment, and may not be as easily measurable as those performance gaps in a corporate setting. The needs assessment would show the extent to which a large number of faculty members feel the need to participate in certain types of faculty development programs. The success of the program would also be measured by participants in determining the applicability of the information presented. Some faculty development activities can play a part in reducing student drop-out rates, or can increase enrollment. However with many faculty development activities it is difficult to determine whether any financial impact would be measurable.

6. Plan for Follow-Up

A one-shot training program generally does not result in long-term performance improvement (Spitzer, 1986). Follow-up activities should reinforce the initial training, and may involve an evaluation by the supervisor of the trained employee. Managers should also discuss with the employee the objectives of the training program before the employee participates in the training, and should help in reinforcing the training after it has been completed (Clark, 1986). Sometimes managers assume that the follow-up activities are the responsibility of the training department. The training department must first train the manager in handling the pre- and post-training discussions and follow-up application of the training.

Follow-up activities in faculty development might involve the Division Dean, but it may not be necessary. Support from colleagues who also participated in the development activity should provide relevant motivation and reinforcement for faculty members.

D. Specific Goals of Human Resources Development

For any profit-making corporation, the first priority is making a profit. Even corporations with an excellent reputation for human resources development will agree with Bill Shepherd, CEO of Allergan Pharmaceuticals, who says "We are people-oriented after the bottom line" (1987). Therefore, any human resources activities must support the goal of maintaining or increasing the profit through a change in the behavior of the employees. Training does not presume that people can be changed, but the goal of any training activity is to change the on-the-job skills of any manager or employee (Buzzotta, 1986). Generally corporations want to enhance the skills of the employees to increase productivity to increase profits. The goals which follow detail the methods which are used to motivate employees and managers to this end.

1. New Employee Orientation

According to Jean Barbazette, president of The Training Clinic, the opening activity of a new employee orientation should set the mood for new employees (1987). Corning Glass in upstate New York was having a difficult time in retaining their professional employees. After adding a full orientation program for the new employees, with the involvement of the managers, the retention has increased tremendously. Corning's "orientation" begins with the hiring decision and includes assistance in moving to upstate New York, and support from the new manager. The orientation continues through the first eighteen months of employment at regular intervals. All of the other human resources activities are wrapped into Corning's "orientation" (Barbazette, 1987).

Barbazette also encourages the use of a balance of knowledge, skills, and attitude activities within a new employee orientation. Knowledge of the company and of systems for doing things and company norms are important, and creating a positive attitude about the company is important. But skills, the "how to's" are also important: how to fill out particular forms, how to operate the phone system, etc. A good new employee orientation will provide the new employee with a good feeling about the company, and with a better understanding of their role in the company. This may save considerable time and effort and frustration later if the employee orientation is sketchy or non-existent, as Corning's was.

2. Entrepreneuring/Intrapreneuring:

When comparing organizations which are bureaucratic and those which are entrepreneurial, it is important to first compare the priorities of the senior management.

Bureaucratic organizations are concerned with the following aspects of the company in this order:

1. Senior Management
2. Owners
3. Workers
4. Customers

Entrepreneurial organizations are concerned with the same aspects of the company, but in a different order:

1. Customers
2. Workers
3. Owners
4. Senior Management (Farrell, 1986, p.44).

Those who are running entrepreneurial organizations realize that their profits come from the customers, and therefore they strive to do the very best job possible to keep the customer satisfied. The other underlying principle of entrepreneurship is the attitude toward profits: profits are viewed as the fuel of the enterprise rather than the end result (Farrell, 1986, p.44).

Matsushita and IBM are excellent examples of entrepreneurial organizations which are driven by a basic philosophy of doing business: a sense of mission to the customer (Farrell, 1986). Walt Disney World in Orlando, Florida, has an environment, or "culture", which promotes customer service. Guest courtesy training is only a half-day program, but the reinforcement of the culture of customer service provides Disney World with the reputation for excellent customer courtesy and service. Employees are referred to as "cast members" and customers are referred to as "guests" (Zemke, 1986). Deede Sharp, manager of educational program development at Disney World says, "Our first task is to make [new employees] partners in the corporate culture. And the culture is focused on one thing: making sure our guests have an enjoyable experience"(Zemke, 1986, p.42). In all three corporations employees feel an important part of the corporate enterprise in serving the customer.

What is the role of Human Resources Development in promoting entrepreneurship within a corporation? The Human Resources must start with the senior level management in making the mission of the business simple and clear. The importance of the customers, and the importance of every employee taking responsibility for their part of the business must be presented clearly to the senior management. The priorities of the company, based on the mission, must then be communicated by the senior managers. Employees must clearly understand how his or her job

relates directly to the customer. The concept of a "business within a business" may be introduced by Human Resources Development and reinforced by the managers. But it's up to the Human Resources Director to be the champion of entrepreneurship through training activities and follow-up reinforcement with managers and employees.

Colleges have always been entrepreneurial organizations in one respect: each division, department, and faculty member has real responsibility for their part of the operation of the college. However the idea of the "customer" as the first priority may be questionable in some instances. First, who is the customer? Is the college student the customer, or is society the ultimate customer? Second, are we serving the customer by giving the customer what is desired by the customer, or by providing what we feel will be best for the customer? These are philosophical questions, the answers to which may be quite different from one college setting to another. Community colleges serve the local community by providing trained, educated people to work in the community. Individuals in the local community are served by being provided with the classes which are needed for a job, and for a broad general education. Colleges must keep both "customers" in mind when planning programs and services. Faculty must keep both in mind when planning curricula and teaching classes.

In thinking of students as customers, faculty should not necessarily feel obligated to give them what they want. However, in teaching adult students, some collaboration between teacher and students may result in a better learning environment. If faculty and colleges consider students to be "customers" they will treat students with respect, provide excellent service, provide convenient service, and provide better service than anyone else. Colleges are in competition for students today, so it is important for faculty, staff, and administrators to remember that the customer is number one. Faculty and staff development activities can be the catalyst in creating this new attitude which will result in a truly entrepreneurial organization.

3. Increasing Creativity: Quality Circles and Creativity Training

Quality circles were started in Japan by Americans, and were re-introduced to corporate America in 1974. The original goal of the quality circles was to save money for the company through quality control. The quality circles dreamed up new ways to keep quality high while saving money for the corporation. In 1977 Lockheed reported that the 30 quality circles had saved the company $3 million in three years (Geber, 1986, p.55). However, today Lockheed has no quality circles. Many companies which jumped on the bandwagon in the 1970's and early

1980's have either quit utilizing quality circles, or have modified the quality circle somewhat by changing the emphasis to "employee involvement teams," "natural work groups" (Geber, 1986), or "strategic business teams" (Coblentz, et. al., Sept. 1986, pp.14-15).

The positive side of quality circles, by any name, is that employees are involved in a participatory team to solve a problem or create a new idea. Participation by employees is particularly encouraged by entrepreneurial organizations. Interpersonal skills and listening skills are important to quality circles, but generally these skills must be a part of the training process before a quality circle begins (Feuer, May, 1986). Quality circles are generally composed of members from various parts of the corporation. They meet regularly to take action to solve technical problems and people problems, to create innovative solutions to any problem, or to create innovative new product ideas. The quality circles recognize the importance of the human element in the vast corporation. Human resources are utilized effectively through successful quality circles.

Creativity training may be used in conjunction with quality circles, or may be used for fostering individual creativity. An entrepreneurial atmosphere is necessary for the success of quality circles and creativity training. Without the freedom to create and the responsibility for their part of the company, employees will become discouraged when their innovative ideas are not encouraged. Creativity training is generally provided by companies with a reputation for entrepreneurship and innovation: IBM, Rand, Bell Labs, Eastman Kodak, General Motors, Hewlett-Packard, Colgate-Palmolive, Shell Oil, and many others (Gordon & Zemke, 1986). Many companies in the traditionally "creative" businesses, such as advertising, make company-wide commitments to creativity training. Other companies will train key people in the art of brainstorming, visualization, lateral thinking, divergent thinking, and other creative thinking techniques (Gordon & Zemke, 1986).

Community colleges have many committees, task forces, departments, and advisory committees which have the potential for functioning as academic quality circles. As with corporations, training in interpersonal communication, listening skills , and creative thinking skills may beneficial to the members of a task force or committee before starting to work on finding a creative solution to a problem. To ensure success for any campus committee in becoming a creative, innovative quality circle, the college administration must foster innovation. If community colleges persist in "doing it that way because we've always done it that way," participants in any creative quality circle will quickly become discouraged, and the college will

lose the potential for innovative ideas.

4. Increasing Productivity

Increased productivity is the ultimate goal of human resources development: developing increased skills and developing human potential to gain increased quality or quantity of product. The Institute of Industrial Engineers (IIE) conducted a survey of 600 corporate IIE members to determine the top ten productivity improvement measures taken by their corporations in the past five years. Four of the top ten measures involved some form of human resources development. Sixty-seven percent of the corporations introduced or improved their inventory and production control methods; sixty-seven percent also involved employees formally in productivity improvement planning and evaluation through quality circles and suggestion programs; sixty-six percent evaluated performance and established specific productivity improvement targets; and fifty-five percent improved the quality of product through worker training. Respondents also stated that the biggest obstacle to productivity improvement was a lack of management committment (Feuer, June, 1986).

It may not be as easy for community colleges to measure productivity in quantity of work: most community college teachers struggle to keep up with heavy teaching loads. However it may be possible to attempt to measure quantity through the quality of service: attrition and retention. Blaming a high number of drops on poor teaching can be very dangerous. Some excellent teachers who have very high standards may cause the underprepared students to drop the class, simply because they are not able to keep up with the level of quality that is expected by the teacher. Faculty development may increase the understanding of faculty members for the new students who are growing in number: the underprepared students and the adult students. Through a better understanding of the learning styles of these new students, faculty members may have a better chance at increasing the retention, and increasing the number of students who return each semester.

5. Improving Morale

Probably the most difficult part of addressing the problem of morale improvement is the assessment of employee morale. Morale is highly subjective, however most managers have a sense of their department's morale, whether it's high or low, increasing or decreasing (Coblentz, Geber, & Pribble, January, 1987). Robert Buckham, training supervisor for the Hecla Mining

Company, uses a team approach for morale assessment (Coblentz, Geber, & Pribble, January, 1987). First the team assesses the current morale, then lists events which decrease morale or keep morale low. Next, the team uses brainstorming to list everything that has a positive effect on employee morale. The two lists are compared and ranked by the team according to the most "powerful" forces. Finally, a plan of action is implemented to counteract the negative forces and increase the positive forces. This method of improving employee morale uses the advantages of a team "quality circle" approach with creative brainstorming. Buckham believes that allowing teams to help solve their own problems increases the chances that any proposed solutions will be successful (Coblentz, Geber, & Pribble, January, 1987, p.96).

Part of a morale problem may be older employees who have reached a plateau in their career. Any employee or manager who feels that their prospects for advancement in rank or salary have reached a dead end can easily become bored, unproductive, and difficult to motivate (Coblentz & Gordon, August, 1986, p.10). Human resource development departments are being called upon by many corporations to provide training programs specifically to increase levels of enthusiasm and motivation among plateaued employees.

Community colleges have many "plateaued" faculty members; however, an assessment of morale would be necessary to determine how many faculty members actually perceive themselves as "plateaued." The earlier data show that the faculty is generally getting older, and that faculty members are less likely to move from college to college, therefore some faculty members may feel "stuck." Other faculty members may be experiencing low morale for other reasons: a perception of an oppressive administration; a belief that the college funding situation continues to worsen with no signs of improvement; a feeling of hopelessness in dealing with underprepared students who appear to lack motivation for college work; an antagonistic working environment within the division; and any other negative factors which appear to be impossible for the individual faculty member to control. Community colleges may want to address this problem through a general assessment of faculty morale, and specific faculty development activities to address the needs of any faculty members with low morale.

6. Training the Trainer: Content Experts

Training Directors may choose to use content experts as trainers in highly technical or specialized training activities. Most content experts have had not teaching experience, so the training director is responsible for developing the content expert into a good organizer and

presenter before the training begins. Susan Larison, head of training and development for Philadelphia's Moss Rehabilitation Hospital, has some suggestions in training content experts to become good trainers (Coblentz & Pribble, 1987). First she suggests helping the content experts to come up with instructional objectives which are clear and measurable. The broad objective may be broken down into smaller "enabling" objectives which will build a framework for the material needed for the training program. An outline of the instruction will act as a lesson plan which may be easily followed by the content expert (Coblentz & Pribble).

This technique has been used successfully with a training program for Customer Service Representatives of the Southern California Edison Company. Complaints from the public were causing stress to build among the customer service representatives, and management was not prepared to handle the problem through training activities. So a group of Customer Service Representatives from the various Southern California Edison Company offices were trained to act as trainers/facilitators in order to take the program to their co-workers at the individual branch offices. The training program was planned by customer service representatives, because they were able to create real-life scenerios which would aid trainees in coping with hostile customers. A formal evaluation conducted in the second year of the program showed that this training program has been effective in reducing stress and increasing the quality of customer service (Lee, 1987).

There is a two-fold application of this training technique for community colleges: training other faculty members to train colleagues; and training part-time instructors who are content experts in teaching methods for the college classroom. Faculty members should participate in the planning of faculty development activities, but faculty members also make excellent facilitators for faculty development activities. Faculty members with an expertise in teaching remedial students could be very effective in training other faculty members to cope with underprepared students in regular college classes. Faculty members who teach interpersonal communications may also teach these techniques to colleagues. Experienced faculty members who are recognized as excellent teachers may act as "consultants" to faculty members who want assistance in their teaching. Because faculty members have encountered similar situations in the classroom they may often be more relatable than outsiders.

Many community colleges have hired part-time instructors who are content experts but who have little or no teaching experience. Students in vocational programs benefit from the expertise of a current practitioner rather than a full-time instructor who either left the field years ago, or never actually worked in the field. The practitioner can bring relevance, current practices and

standards, and advice for students interested in seeking employment in the field. However content experts are not trained to be teachers: they may not know how to organize the material in a logical fashion or how to present it clearly to a group of students. Faculty development activities should address this need in colleges which employ content experts as part-time instructors.

7. Development of Supervisors and Managers

Management training emphasizes the management of people and resources. Supervisors typically have more direct contact with line workers and therefore need good motivational skills in managing people. Managers may have more responsibility in handling budgets, dealing with various departments, and managing those who work his or her department.

Supervisory training is recommended for employees who move up into supervisory positions. Martin Broadwell, general manager of the Center for Management Services, Inc., believes that new supervisors should be given pre-supervisory training to prepare for the job (Broadwell, August, 1986). At a large university with more than 400 nonacademic supervisors, the president issued a directive to the university training department: no employees would be promoted to supervisory positions until after they had completed some pre-supervisory training. The same training was offered to current supervisors who had had no prior supervisory training. The pre-supervisors were trained in the afternoon, the current supervisors in the morning. The training department found that the pre-supervisors were always on time, were eager, stayed after class to talk, and found ways to make up any missed sessions. The current supervisors were consistently late, tried to leave the sessions early, and missed numerous sessions with no attempt to make up the missed material. However, as the training sessions progressed the pre-supervisors talked with the current supervisors on the job and started to stimulate some enthusiasm for the training program. By the end of the program the current supervisors saw a need for a program in managing people, and were interested in the training. Some even bought books on the subjects (Broadwell, August, 1986).

In the same way, new faculty members (supervisors to groups of students) who receive training in people management skills before teaching will be better-equipped to "supervise" students. New faculty members, full-time or part-time, who have received such training may build enthusiasm among the more experienced faculty for training in people-management skills.

Training for Managers involves the same people management skills, but usually involves other decision-making skills and skills in budgeting. Pat Doyle and Dick Tindal, principals in

Management for Tomorrow, a Kingston, Ontario consulting firm has several techniques for training managers who are what they like to call "wimp managers:" those who are more concerned with their own job security than with leadership of their team (Coblentz & Gordon, August, 1986, p.62). Doyle and Tindal recommend that organizations take action to prevent "wimp managers" from continuing their non-productive ways. Organizations may want to consider evaluating the managers' performance on the most important company goals before rewarding "wimps" for being slaves to the budget and vetoing new ideas which might go beyond the budget. Doyle and Tindal say: "When confronted with new ideas, a favorite response of the wimp manager is, 'We tried that and it doesn't work.' Most organizations tend to reward conformity and avoidance of failure"(Coblentz & Gordon, August, 1986, p.64). Organizations which reward risk-taking and innovation by showing managers the potential for success may see even "wimp" managers try new ideas. Training in creative thinking, quality circles, and entrepreneurship would also be beneficial for those managers who are more interested in security and status quo than in the further development of the organization.

Administrators and Division Deans who have been with a college for many years may not realize how often they say "That's the way we've always done it," or "We tried it and it didn't work." This attitude can be particularly frustrating for those administrators and deans who want to innovate but are prevented from doing so by outmoded organizational procedures. Faculty members are affected when the college continues to exist on ideas which worked twenty years ago but which are no longer applicable to today's community college. Faculty may also feel stifled in trying innovative programs if the college administration makes innovation very difficult. College administrators and deans should be leading the way for the community college of the future rather than clinging to the past. But direction and encouragement to innovate must come from the community college CEO: the College President or District Chancellor.

E. CEO Support for Human Resources Development

The Orange County chapter of the American Society for Training and Development (ASTD) titled their Spring 1987 conference, An Evolving Partnership. This refers to the importance for human resource development professionals to form partnerships with line managers and with the CEO to gain companywide support for human resources development. The opening general session included two experienced CEOs: William Shepherd of Allergan, and Harry Bubb of Pacific Mutual Financial Services. Both Shepherd and Bubb were emphatic in saying that the best way to foster an

active program of human resources development within the corporation is for the CEO to support it financially, and to support it with time in a long-term, on-going committment to human resources development (1987).

Throughout the literature of training and development, the importance of support from the top-level management is emphasized. Motorola's CEO, Robert Galvin, commissioned a five-year training plan, based on a company-wide study, to determine training needs. Motorola opened an $8.5 million state of the art training center in 1986, and budgets $44 million for training annually, showing that the company acts on the CEO's committment to training (Lee, October, 1986). A survey of Fortune 500 companies conducted by Executive Knowledgeworks, a research and consulting firm in Palatine, Illinois, revealed that in fifty percent of the cases the CEO or president is most often the "driving force" behind training for executives. In thirty-seven percent of the companies the vice president of human resources provides the motivation for training (Geber, 1987, p.97).

With the vast number of changes which affect community colleges it is important for the leadership to be strong. Changes are the major reason for training and development activities in business, and the same should be true for community colleges. A strong community college leader should be the driving force behind a new or on-going administrative, faculty, and staff development program. If the leadership of the community college provides a way to cope with the changes, and to develop innovative new programs and ideas through development programs, the result will be a strong organization which is well-prepared for the future.

F. Budgeting for Human Resources Development

The literature says that employee training offers many benefits to any organization. The specific benefits of human resources development may be clearly seen in the previous examples. But how can a community college pay for an extensive human resources development program with a limited budget and dwindling resources? Several companies have run into the same problem and have found innovative solutions to the problem of budgeting for human resources development.

1. Treating Training as an Investment

Deputy assistant commandant of the U.S. Army Aviation Logistics School, Otto Haislip, Jr., suggests showing the fiscal benefits of training to management in clear terms. Haislip's principle is "Training is an investment of capital resources at the present time for a return in the future

that is more valuable than the present expense" (1987). When money is tight, and competition for that money is fierce, it may be necessary to show management the current detailed costs of a particular operation, and the future costs post-training with the costs for training figured in. This means translating intangibles, such as "employee satisfaction" or "company prestige," into dollars and cents. When a training program is approved by management, it is a good idea to keep meticulous records to show management later how the money was spent, and the fiscal benefits of the project after a period of time (Haislip, 1987). Every organization is interested in seeing the return on the investment. Planning with the investment in mind may also assist the training department in planning more practical, less expensive projects.

2. "No Cost" Training

Managers may be used as trainers when training budgets are tight. In addition to saving money, there are two very good reasons to use managers as trainers: managers have a wealth of information to offer; and managers who train others tend to "practice what they preach" when they are back on the job (Feuer, et. al., 1986), which may increase the quality of their work as managers. Good Samaritan Hospital in San Jose, California, has no training department and no formal budget for training, yet they have managed to train more than 200 hospital managers and supervisors over the past five years (Feuer, March, 1986). In 1979, because of the many changes in the health care business, the decision was made to begin training some of the managers and supervisors. A consultant was used for one year to assess training needs, and to plan the training. First the hospital administrators and top managers were trained by the consultant in the eight management course modules. Then the managers became trainers for the supervisors through a train-the trainer program conducted by the consultant. The management training program has been continuing since the beginning with volunteer trainers from the group of managers who had been previously trained. A management education committee at the hospital continues to look at new training needs, and addresses these needs with new course modules. The only expenditures for training by the Good Samaritan Hospital were the initial investment in the services of the consultant for one year, and the on-going costs of a few classroom supplies and meeting room rental (Feuer, March, 1986).

Faculty members in a community college could easily be used to train other faculty members or administrators, and division deans and administrators could be used to train other members of management or faculty. A community college is a wealth of human resources, all of whom may be

potential trainers in their area of expertise. Community colleges could also follow the example of the Good Samaritan Hospital in hiring a training consultant for one year. However, assigning a faculty member or administrator who is familiar with the planning and implementation of human resource development activities may be even more effective. As with any development activities, it is important that the consultant/faculty member works with a faculty committee in planning the initial training.

3. Profitable Self-Supporting Training

Mendota Mental Health Institute in Madison, Wisconsin has a full-time training staff of five which is paid for by state taxes. However the training activities have started to become partially self-supporting by providing the same training programs to non-employee groups for a fee. Non-employees may include employees of county social service agencies, day care centers, residential care facilities, schools, churches, nursing homes, and any others who need to know about the care of the mentally ill. Program fees typically range from $25 to $40 per person, depending on the speaker's fee and the cost of producing the course materials and mailing brochures. Providing training to outside groups is possible because many of the programs focus on generic topics: fire prevention, assertiveness training, and communications skills. In addition, a management sequence is offered which could be utilized by any management group (Feuer, September, 1986).

The Mendota Mental Health Institute provides a valuable model for community colleges and other government-funded organizations: find training programs which can be adapted for use by any business group with similar training needs, and provide the training for a fee. If properly administered in conjunction with a business and industry liaison at the college, community college faculty and staff development activities could easily become self-supporting. Fees to outside groups could even provide the necessary funding to expand faculty development to an even more extensive program in the future.

Summary

Business and industry can provide community colleges with many exciting ideas for faculty development activities. The human resources development activities which exist in business today are far more extensive than the faculty development activities currently in community colleges. Although community colleges can certainly gain good ideas from other community colleges, the

state-of-the-art in human resources development is currently in business. A wise plan for any community college would be to study the literature of both higher education and corporate human resources development to find the ideas which best suit the faculty development needs. It is important to remember that community colleges need a very supportive College President or Chancellor who shows enthusiasm for faculty development through initial funding and continued encouragement on a long-term basis.

Conclusion: A Plan for Action

The literature of corporate human resources development and the literature of higher education shows that there is an increasing need for human resources development activities. How may a community college utilize this information in planning for the development of faculty? The literature may be synthesized into five steps which form a plan for action in developing an on-going process of faculty development. Any program of faculty development requires a full-time coordinator to implement the plan for faculty development. The coordinator of faculty development may implement the plan for action through completion of the following five steps:

1. **Research**

The current literature of higher education and corporate human resources development should be studied thoroughly to gain further insights into the possibilities for the development of the faculty of a specific college. Innovative ideas may be gained from business and from other community colleges through a complete review of the current literature. Research might also include visits to other campuses in which an active program of faculty development is in place. Visits to corporate human resources development departments will also result in many new ideas which may be incorporated into a faculty development program.

2. **Assessment of Needs**

Assessment of needs must be participatory for a vital program in faculty development. All segments of the campus population should be included and invited to participate in the needs assessment: full-time faculty, adjunct faculty, department chairs, division deans, administrators, and student development services. Students might even be included indirectly through the use of faculty evaluation surveys. The assessment of needs might initially be addressed through a survey of the listed segments of the campus population. The survey results would indicate the needs which are felt by faculty members, and the needs expressed by others for the development of faculty members.

After the tabulation of the survey, several discussion group meetings should be held at various times of the day and evening to allow all segments of faculty to participate in the ranking of the stated needs. During the discussion groups, the faculty would be given the results of the surveys as a basis of discussion. However, the faculty members should have the final decision in

prioritizing the needs and in determining which faculty development activities will be most beneficial to the faculty. The results of this assessment through discussion groups may show the need for a "cafeteria" approach to faculty development if the needs of the faculty are too diverse: a choice of activities rather than one major emphasis. The needs assessment may also reveal some needs which are common to a majority of faculty members. The need for a program of activities to serve these needs for all of the faculty would be appropriate in these cases. The most important aspect of the assessment of needs is that a large number of faculty members are involved. Through involvement, the faculty development project gains support from a critical mass of faculty members, who may in turn influence other faculty members to participate.

3. Planning of Initial Faculty Development Activities

The coordinator of faculty development must utilize the feedback provided through the faculty discussion groups in planning for appropriate faculty development activities. These activities might range from short seminars with a guest speaker or a panel of speakers, to longer skills workshops, to motivational discussion groups which meet regularly on a weekly basis over a period of weeks. The needs assessment will determine the types of workshops or activities, the best times of day, the frequency of activities, the presenters, and the participants. If the college makes time available for faculty development activities for one week each year, many shorter or more intensive workshops may be conducted during this week in a "Faculty Development Institute."

4. Follow-up of Faculty Development Activities

Discussion groups or "teams" should be formed to reinforce the material gained from the faculty development activities. Too many times people walk away from a seminar with wonderful new ideas which are never implemented due to lack of follow-up. For instance, if faculty members learn a new method of teaching, they should attempt to use it in at least one class. After using the new method, faculty members may compare results with other faculty members in the discussion group. Follow-up discussion groups may also provide the faculty development coordinator with ideas for a follow-up workshop on the same topic. Follow-up is critical to the on-going success of faculty development.

5. Evaluation of Faculty Development Activities

Upon completion of any faculty development activities, faculty participants should be polled through a written survey and through discussion groups about the value of the particular activity. The questions might include: "How will you use the new skills/information gained in this development activity?;" "Would you like another workshop on this topic?;" "Would you recommend this activity to other faculty members -- should it be repeated?;" "What did you not learn in this activity that you would like to learn?" Through surveys and discussions, further faculty development activities may be planned.

An on-going process of faculty development requires that these five steps be completed over and over again. It may not be necessary to conduct the research and assessment of needs more than once each year, but the planning of activities, the follow-up, and the evaluation of activities must be an on-going weekly or monthly cycle.

As the literature shows, any community college which implements a program of active faculty development will reap the benefits of a more vital, more motivated faculty, which may have a more positive influence on students in the classroom, which will result in a stronger institution. Through the use of the best ideas from corporate human resources development, and the best ideas from the excellent faculty development programs in community colleges, any community college may utilize the available human resources to the fullest extent!

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